

# St Columba C of E Primary School



## School overview

Detail	Data
Number of pupils in school	89
Proportion (%) of pupil premium eligible pupils	49%
Academic year-years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Mrs Katie Viola Head of School
Pupil premium lead	Katie Viola
Governor / Trustee lead	Paul Docherty

## Funding overview

Detail	Amount
Pupil premium funding allocation in this academic year	£56796
Recovery premium funding allocation this academic year	£0
Total budget for this academic year	£56796

## 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 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.

<b>Challenge Number</b>	<b>Detail of challenge</b>
1 Additional TA and HLTA Support	Attainment, particularly in Writing and maths, across the schools needs to be raised, particularly for our PPG pupils. Additional TA support would allow for interventions to take place to support raising attainment. and HLTA will lead booster groups for key children after school

2 Attendance	Pupil Premium attendance is below national average. To close the attainment gap, PPG children need to be present and on time to ensure maximum support can be provided for their education.
3 Emergency transport for out of area pupils	PP children who live out of catchment, but want to stay at our school to minimise disruption to their learning. Currently receive transport, however if there are events or clubs they want to attend they can't as the transport will not change. Funding transport to raise PPG children's cultural capital
4 Community and family worker	Families in our community have challenges that can impact on pupils' attainment and attendance at school. There is a need for those families facing challenges to have support for themselves and their families.
5 Enrichment opportunities	The recent cost of living rise has put an even bigger financial strain on some of our families. Being able to fund part of school trips and other enrichment opportunities will ensure all our pupils are able to access enrichment opportunities.
6 Pupils with social and emotional challenges	Thrive supports the social and emotional development of all children but also helps to manage distressed behaviour and reduce exclusions. Training for staff in Thrive and costs associated with interventions and provisions will support this

## 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
Raise the attainment of writing and maths across the school for all year groups	Following focused Pupil Progress meetings targeted support and interventions are planned. Additional adult support assists in raising the attainment of targeted pupils and groups of pupils. Pupils are close to or in line with National average.
Improve attendance is sustained cross the academic year . All pupil groups have improved attendance	Persistent absence is below National Averages and pupils attendance is consistently above National average Family support worker, works with families to support improving attendance
School to continue to develop and provide CPD for Thrive practitioners to	Sustained high levels of wellbeing demonstrated by:

ensure approach is in line with and supports	<ul style="list-style-type: none"> <li>qualitative data from pupil voice, student and parent surveys and teacher observations</li> </ul> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
To train an additional Thrive practitioner	More pupils have 1:1 Thrive support, and the Thrive practice has impact across the school

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

£20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To train additional Thrive Practitioner	More pupils are able to access the Thrive intervention. The Thrive approach is modelled by trained practitioners across the school.	6
HLTA Trained to support pupil groups and deliver booster and in class intervention, particularly supporting mixed ages and PPG children	Children are given bespoke curriculum support in class and during before and after school boosters.	1

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

Budgeted cost - £19000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Additional time allocated for Support assistant and leadership to lead targeted interventions for Reading and maths Y6 interventions before and after school Autumn T2. Interventions Y5 and 2 Spring T1 onwards. Significant proportion of the pupils who receive targeted interventions will be disadvantaged pupils.</p>	<p>Additional support in small groups can focus on gaps in learning for different pupil groups. Evaluation of the impact of the interventions support this approach</p>	<p>1</p>
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £29,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Part funding for additional adult dedicated to community and family key worker and attendance officer</p>	<p>Increase attendance through monitoring and supporting families. Families have a point of contact in the school, Positive relationships are built with families needing support and reaching out.</p>	<p>2,4,5, 6</p>
<p>Enrichment opportunities</p>	<p>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</p>	<p>5</p>

	opportunity as other pupils.	
Trip subsidy	All pupils to have the same opportunities in education regardless of home and family financial situation	4

**Total budgeted cost: £57696**

**Part B : TO BE COMPLETED at end of 2025**

**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 2024 to 2025 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.

**Attainment outcomes for pupils in receipt of the Pupil Premium grant**

Year group	Subject	Term 2	Term 4	Term 6
Year 6	Reading			
	Writing			
	Maths			
Year 5	Reading			
	Writing			
	Maths			
Year 4	Reading			
	Writing			
	Maths			
Year 3	Reading			
	Writing			
	Maths			
Year 2	Reading			
	Writing			
	Maths			
Year 1	Reading			
	Writing			
	Maths			

Reviewed Interventions and support funded through the PPG Grant

	Intended outcome	Review
<b>Attendance</b>		
<b>Well- being support</b>		
<b>Family support worker</b>		
<b>Attendance of after school enrichment activities</b>		

<i>Thrive practitioner</i>		
<i>Part funded additional teacher</i>		
<i>See below</i>		
<i>Progress for</i>		
<i>Trips subsidy</i>		