Pupil premium strategy statement – St Columba C of E Primary School

This statement details our school's use of pupil 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	102
Proportion (%) of pupil premium eligible pupils	44%
1	2025-2028
Date this statement was published	October 2025
Date on which it will be reviewed	October 2027
Statement authorised by	Gareth Lehmann – Head of School
Pupil premium lead	Gareth Lehmann
Governor / Trustee lead	Dan Tressman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60600
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£60600

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

St Columba C of E Primary School is a small, inclusive school with a strong Christian ethos, rooted in our vision: 'Growing futures rooted in love, hope and respect'. We serve a diverse community with higher-than-national proportions of pupils with SEND and from disadvantaged backgrounds.

Our strong SEN provision benefits all pupils, with inclusive practice, early intervention, high-quality teaching and a focus on language, vocabulary and reading at the heart of our approach. Thrive and trauma-informed practice support pupils to feel safe, valued and ready to learn.

Strong pastoral support and a relentless focus on attendance have contributed to improved attendance, reduced suspensions, zero permanent exclusions over the past two years and strong academic outcomes.

Pupil Premium funding is targeted to remove barriers to learning, improve attainment and progress, strengthen attendance and wellbeing, and ensure disadvantaged pupils access enrichment opportunities that broaden experiences and aspirations.

Challenges

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

Challenge number	Detail of challenge
1	Attendance remains a key priority within our Pupil Premium strategy, as inconsistent attendance can have a significant impact on the progress and attainment of disadvantaged pupils.
2	Some disadvantaged families experience barriers to accessing external and statutory services, including limited-service availability and low levels of trust. This can reduce opportunities for early intervention and sustained support, particularly around parenting, emotional wellbeing, behaviour and learning.
3	A significant proportion of disadvantaged pupils have barriers relating to communication and interaction, including limited vocabulary, expressive language and confidence in spoken communication. These difficulties can restrict pupils' ability to access curriculum content, articulate their thinking, participate fully in learning and develop positive social relationships.
4	Assessment and analysis of pupil need have identified emotional regulation and social-emotional development as key barriers for a number of disadvantaged pupils.

	For some pupils, these barriers are associated with early childhood disadvantage, adverse experiences or gaps in the development of emotional literacy and self-regulation.
5	Data identifies a 20% attainment gap between disadvantaged pupils and their peers in combined KS2 reading, writing and mathematics which has risen 5% compared to 24/25. This gap reflects a range of barriers, including historically lower attendance, lower starting points and the cumulative impact of previous challenges in teaching and learning.
6	Pupil and parent voice indicate that some disadvantaged pupils have fewer opportunities to access enrichment activities and wider experiences outside of school. This can limit opportunities to develop new interests, build confidence, support physical and emotional wellbeing, and broaden their understanding of the world.

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 and sustain positive attendance for all PP children	• The overall absence rate for children being 97%, therefore no gap between PP and NPP children. • The percentage of pupils who are Persistently Absent reduced to 5% or lower.
To increase parental engagement in school life and learning, ensuring that parents and carers have a greater understanding of their child's educational progress, wellbeing and how they can support learning at home.	• Increased attendance by parents and carers at parents' evenings, curriculum workshops, celebration events and other school activities, particularly among disadvantaged families. • Parents demonstrate an improved understanding of their child's attainment, progress and next steps through feedback and parental voice. • Increased participation in targeted workshops and family support programmes, including sessions focused on learning, behaviour, attendance and wellbeing.
To improve the oral language, communication and vocabulary skills of disadvantaged pupils, enabling them to communicate confidently, engage fully in learning and access the curriculum successfully.	• Disadvantaged pupils demonstrate improved spoken language, vocabulary and communication skills from their identified starting points.

	• Assessment and teacher observations show pupils using a broader and more subject-specific vocabulary across the curriculum. • Pupils demonstrate increased confidence when speaking, explaining ideas, asking questions and contributing to classroom discussion.
To achieve and sustain improved wellbeing for all pupils, particularly disadvantaged pupils, enabling them to develop emotional resilience, self-regulation and positive relationships so that they are ready to learn and thrive in school.	• Disadvantaged pupils demonstrate improved emotional regulation, resilience and emotional literacy from their individual starting points. • Pupil voice shows that pupils feel safe, supported and have trusted adults they can approach when they need help. • Pupils receiving targeted support, including Thrive, ELSA, Therapeutic Play, Drawing and Talking and Cognitive Behavioural Approaches, demonstrate measurable improvements against identified needs. • Reduced incidents of behaviour linked to emotional dysregulation, particularly for pupils receiving targeted intervention.
To reduce the attainment gap between disadvantaged pupils and their peers in reading, writing and mathematics to less than 10% by the end of the 2026/27 academic year.	• The combined reading, writing and mathematics attainment gap reduces from the current 15% to below 10% by July 2027. • An increased proportion of disadvantaged pupils achieve age-related expectations or above in reading, writing and mathematics. • Assessment data demonstrates that disadvantaged pupils make strong and sustained progress from their individual starting points. • Targeted interventions are based on assessment information and demonstrate measurable impact on identified gaps in learning.

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)

Budgeted cost: £ *18,851.24*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Year 26-27 this role will be covered by the SEND teacher (maternity cover) *Fund the role of HLTA (SEND specialist) to run the Alternative provision*	FFT Education Datalab shows that pupils in AP often have poorer long-term outcomes, but early, well-supported interventions (especially those led by trained staff) can improve reintegration and attainment. [ffteducati...lab.org.uk] https://www.hants.gov.uk/community/publicnotices/publicnoticedetails?id=17599 **SEND and Alternative Provision Improvement Plan [www.gov.uk]** • Reinforces the need for **inclusive, high-quality AP**. • Promotes **multi-agency collaboration** and **skilled staffing**. • Highlights the importance of **early intervention** and **tailored support** for pupils with SEND and those eligible for Pupil Premium.	All
Voice 21 Oracy Project – continually fund the project to enhance the vocab and learning to talk and learning through talk ethos of the school	There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial. Supporting Communication and Language in the Early Years | Education Endowment Foundation Education Endowment Foundation (EEF) – Pilot Study Title: Voice 21: Improving Oracy – Second Pilot https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21 FFT Education Datalab – Quasi-Experimental Evaluation	All

	Title: Evaluation of the Voice 21 Oracy Schools Programme (2024) https://ffteducationdatalab.org.uk/wp-content/uploads/2024/01/Impact-evaluation-Voice-21-Final.pdf	

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

Budgeted cost: £ 5,748.76

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA boosters and teacher booster sessions out of school time *Breakfast Boosters* *After- school boosters*	**Education Endowment Foundation (EEF) – Teaching & Learning Toolkit** • **One-to-one tuition**: +5 months progress on average. • **Small group tuition**: +4 months progress. • **Teaching Assistant Interventions**: +4 months when targeted and structured. • **Key finding**: Impact is greatest when sessions are **frequent, curriculum-aligned, and delivered by trained staff** (including HLTAs). [educationе...ion.org.uk] EEF Teaching Assistant Interventions EEF Guide to the Pupil Premium [educationе...ion.org.uk] **DfE Tutoring Guidance (2024–2025)** • Tutoring is a **recommended approach** in the Pupil Premium menu. • **Out-of-school tutoring** (before/after school or holidays) is valid and effective. • **HLTAs and teachers** can deliver tutoring under the **school-led tutoring model**.	All

	• Emphasises **diagnostic assessment**, **curriculum alignment**, and **frequent sessions** for maximum impact. [assets.pub...ice.gov.uk] DfE Tutoring Guidance PDF ImpactEd Final Evaluation Summary **EEF & NFER Implementation Guidance** • **Booster sessions** (e.g. after school or holiday catch-up) are most effective when: • Delivered by **familiar staff** (e.g. HLTAs or class teachers) • **Targeted** based on assessment • **Short, regular, and structured** • **Consistency of tutor** and **relationship-building** are key to success. [www.nfer.ac.uk]	

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

Budgeted cost: £ 36000

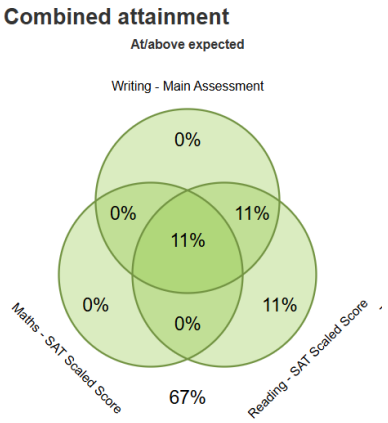
Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund the role of the FLO to support attendance, behaviour, safeguarding and working with our families.	Attendance data has sat above national average for the past 2 years since the role of the FLO has been embedded.	1, 2, 4, 5
Family Thrive practitioner training	Parents engage well with our FLO . Parents attended a programme for 6 weeks of support and the child has increased attendance	1,2,4,5
Enrichment opportunities	Improve aspirations and ability to overcome challenge	6

Total budgeted cost: £ 60600

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- Attendance for 2025/2026 was above national average for all pupil groups. PP attendance was 94.76%. This is due to the successful work that has been implemented this year. To prevent this from slipping this approach and adapting to the current needs of our families will need to continue to ensure children are attending school and able to close the gap between disadvantaged pupils and their peers.
- In 2025/2026 62% of pupil premium children attended one or more of our wellbeing offer (Thrive, ELSA, Drawing and talking, Wellbeing check ins). This has supported both the progress and focus in lessons as well as increase in attendance. This is a resource that is invaluable and will continue next year.
- Below is the attainment for PP vs non PP groups for reading, writing and maths across the school.



Year 6 Pupil Premium outcomes for SATS

Statutory attainment outcomes for Pupil Premium Pupils

Statutory attainment test	% of Pupil Premium pupils reaching the expected pass mark or age-related expectation
Early Years Foundation Stage profile	57%
Year 1 phonics	60%
Year 4 Multiplication Times Table Check	22% reaching full marks 25/25 11% obtaining 24/25

Externally provided programmes

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

Programme	Provider
Thrive	Thrive