

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	104
Proportion (%) of pupil premium eligible pupils	36.4%
1	2025-2028
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Katie Viola – Head Teacher
Pupil premium lead	Katie Viola
Governor / Trustee lead	Paul Docherty

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57045
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£57045

<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>	
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Part A: Pupil premium strategy plan

Statement of intent

St Columba C of E Primary School is a small primary school in Fareham with a strong Christian ethos, centered on our vision of 'Growing futures rooted in love, hope and respect'. We are proud to serve a diverse community with a higher-than-national proportion of pupils with SEND and disadvantaged backgrounds. We are committed to inclusion and ensuring that all pupils, regardless of starting points or background, achieve their full potential academically, socially and emotionally. We firmly believe our strong reputation for our SEN strength provision supports all pupils in the school. What works for SEN also supports all learners and facilitates a settled, inclusive and cohesive school.

Our priorities are built around early intervention, high-quality teaching, relational approaches, and a strong focus on language, vocabulary and reading. Thrive and trauma-informed practice underpins our work, ensuring that pupils feel safe, valued and able to access learning. We are relentless in our drive for attendance, which is now within the top 25% nationally (FFT). Through strong pastoral support, we have secured zero permanent exclusions over the past two years, a significant reduction in suspensions, and improved outcomes with combined SATs above national averages.

Our pupil premium strategy ensures that funding directly supports disadvantaged pupils to access the curriculum, close attainment gaps, and take part in enrichment activities that broaden horizons and build cultural capital. We work closely with families and external partners to break down barriers, foster aspirations, and give every child the best chance to succeed.

Challenges

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

Challenge number	Detail of challenge
1	<i>Attendance of pupils from disadvantaged backgrounds can be inconsistent and this impacts upon their academic progress significantly. We have had significant impact on improving attendance and this has been supported by the role of the Family Liaison Officer. However, without this relational support families have been reported to have an increase in absence. Regular communication, support, meetings and tenacity from the FLO have ensured that attendance is remaining above national average and significantly below National average for persistent absenteeism. This is supporting to close the attainment gap for the disadvantaged families as they are in school more regularly and able to access the interventions put in place for them.</i>

2	<p>Families often face challenges accessing external services due to limited availability and a lack of trust in statutory agencies. This can result in missed opportunities for early help and sustained support.</p> <p>To address this, we have developed a strong, trust-based relationship with our families and implemented a range of targeted support strategies. These include:</p> <ul style="list-style-type: none"> • Family Thrive sessions to build emotional resilience and understanding of child development • A Thrive-trained Family Liaison Officer (FLO) who provides consistent, personalised support • Parental workshops focused on learning, wellbeing, and behaviour • 1:1 parenting programmes tailored to individual family needs <p>These interventions are designed to empower parents, strengthen home-school partnerships, and create a supportive environment that enables children to thrive both academically and emotionally.</p> <p>Parental engagement remains a key strand of our PP strategy, with a focus on building capacity within families to support their children’s development and learning journey.</p>
3	<p>Through assessment, pupil voice, and analysis of data, it has been identified that a significant number of Pupil Premium children face barriers in communication and interaction, which hinder their ability to access curriculum content and engage effectively with learning tasks. These challenges are evident both in academic contexts and social situations, where limited vocabulary and expressive language skills impact progress and relationships.</p> <p>To address this, we have implemented the Voice 21 Oracy Project, which is beginning to show a positive impact on pupils’ communication and interaction abilities. Improvements are particularly noticeable in the lower year groups, highlighting the importance of early intervention in developing oracy skills.</p> <p>This area remains a key focus for our PP strategy, as strengthening pupils’ spoken language and interaction skills is essential for improving outcomes across the curriculum and fostering confidence, independence, and engagement in learning.</p>
4	<p>Analysis of pupil needs and contextual factors has highlighted that many Pupil Premium children experience difficulties with emotional regulation, often rooted in early childhood deprivation and underdeveloped social-emotional skills. These challenges can significantly affect their ability to engage with learning, build relationships, and thrive in the school environment.</p> <p>To address this, we have implemented the Thrive Approach, supported by trained adults across the school. In addition, we offer a range of therapeutic interventions including Therapeutic Play, Drawing and Talking Therapy, ELSA (Emotional Literacy Support Assistants), and CBA (Cognitive Behavioural Approaches). These targeted provisions support children in understanding and managing their emotions, building resilience, and developing the self-regulation skills necessary for successful learning and social interaction.</p> <p>This area remains a priority within our PP strategy, with a focus on creating emotionally safe and supportive environments that enable children to overcome barriers and make sustained progress both academically and personally.</p>
5	<p>Current data shows that the attainment gap between Pupil Premium (PP) children and their peers in combined reading, writing, and maths stands at 15%, with a strategic aim to reduce this to 10% or lower. This gap is attributed to</p>

	<p>several factors, including historically poor attendance among PP pupils, lower starting points, and a legacy of systemic challenges within the school.</p> <p>To address this, we have implemented a range of targeted academic interventions:</p> <ul style="list-style-type: none"> • Booster sessions during and after school hours for Key Stage 2 pupils • Focused interventions for lower-attaining PP children in the lower school to support early progress and reduce the need for catch-up later • Data-informed planning to ensure interventions are responsive to pupil needs and progress is closely monitored <p>These strategies are designed to accelerate progress, close gaps, and ensure that PP children are supported to achieve age-related expectations and beyond.</p> <p>Reducing the attainment gap remains a central priority of our PP strategy, with a commitment to equity, early intervention, and high-quality teaching and learning.</p>
6	<p>Through pupil and parent voice, it is clear that children from disadvantaged backgrounds often face limited access to enrichment opportunities beyond the classroom. This lack of exposure can hinder their physical development, restrict their interests, and narrow their aspirations when compared to their peers.</p> <p>To address this, we are embedding a rich programme of enrichment activities both within and beyond the curriculum. Our aim is to provide all children—regardless of background—with meaningful experiences that inspire curiosity, build confidence, and broaden their horizons.</p> <p>We anticipate that this will lead to improved attendance, increased motivation, and a greater willingness among pupils to challenge themselves, persevere, and celebrate success.</p> <p>As part of this commitment, we are introducing a Pupil Passport—a curated set of experiences designed to enhance the curriculum and ensure every child has access to a wide range of opportunities. In addition, we are offering a diverse selection of free after-school clubs, including:</p> <ul style="list-style-type: none"> Multi-skills Mindfulness Football Creative Club Art Club First Aid Club Singing Club Forestry Club Gardening & Growing Club ...and many more. <p>These activities are designed not only to support physical and emotional development but also to ignite passions and foster a sense of belonging and achievement.</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
<i>Improved and sustain positive attendance for all PP children</i>	<ul style="list-style-type: none"> • 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 events to support their understanding of their child's learning as well as develop parental support with educational progress and well-being.	<ul style="list-style-type: none"> • Increase attendance to events by 25% • Parental voice is positive regarding events • Barriers reduced to attendance at events.
Improved oral and language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved language among disadvantaged pupils, leading to improved outcomes across the curriculum . This is evident when triangulated with other sources of evidence including oral language assessments, engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • PP children show improved emotional regulation, as evidenced by reduced behavioural incidents and increased engagement in learning and increased academic success. • Pupil voice indicates improved wellbeing • Pupils demonstrate greater resilience and ability to manage emotions in social and academic contexts. • Staff involved in emotional support interventions receive ongoing training and supervision. • Adjustments to provision are made based on pupil response and evolving needs. • Family Thrive practitioner begins implementing programmes.
Reduce attainment gap for pupil premium children to less than 10% by 2027	<ul style="list-style-type: none"> • Improved combined attainment across the school from 41% to 60% • Impact from interventions increases the number of children meeting ARE each term

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: £ 17,351.24



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Fund the role of HLTA (SEND specialist) to run the Alternative provision</i></p>	<p>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]</p> <p>https://www.hants.gov.uk/community/publicnotices/publicnoticedetails?id=17599</p> <p>SEND and Alternative Provision Improvement Plan [www.gov.uk]</p> <ul style="list-style-type: none"> • 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. 	<p>All</p>
<p><i>Voice 21 Oracy Project – continually fund the project to enhance the vocab and learning to talk and learning through talk ethos of</i></p>	<p>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.</p> <p>Supporting Communication and Language in the Early Years Education Endowment Foundation</p> <p>Education Endowment Foundation (EEF) – Pilot Study Title: Voice 21: Improving Oracy – Second Pilot https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21</p> <p>FFT Education Datalab – Quasi-Experimental Evaluation 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</p>	<p>All</p>

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

Budgeted cost: £ 5193.76

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA boosters and teacher booster sessions out of school time	<p>Education Endowment Foundation (EEF) – Teaching & Learning Toolkit</p> <ul style="list-style-type: none"> • 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). [education...ion.org.uk] <p> EEF Teaching Assistant Interventions</p> <p> EEF Guide to the Pupil Premium [education...ion.org.uk]</p> <p>DfE Tutoring Guidance (2024–2025)</p> <ul style="list-style-type: none"> • 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. • Emphasises diagnostic assessment, curriculum alignment, and frequent sessions 	All

	<p>for maximum impact. [assets.pub...ice.gov.uk]</p> <p> DfE Tutoring Guidance PDF</p> <p>impactEd Final Evaluation of the National Tutoring Programme (2024)</p> <ul style="list-style-type: none"> • School-led tutoring (by teachers and HLTAs) had a positive impact on: • Attainment in English and maths • Confidence and engagement • Attendance • No significant difference in outcomes between tutors with or without QTS, supporting the use of trained HLTAs. [www.edt.org] <p> ImpactEd Final Evaluation Summary</p> <p>EEF & NFER Implementation Guidance</p> <ul style="list-style-type: none"> • 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: £ 34500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Fund the role of the FLO to support attendance, behaviour, safeguarding and working with our families.</i>	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

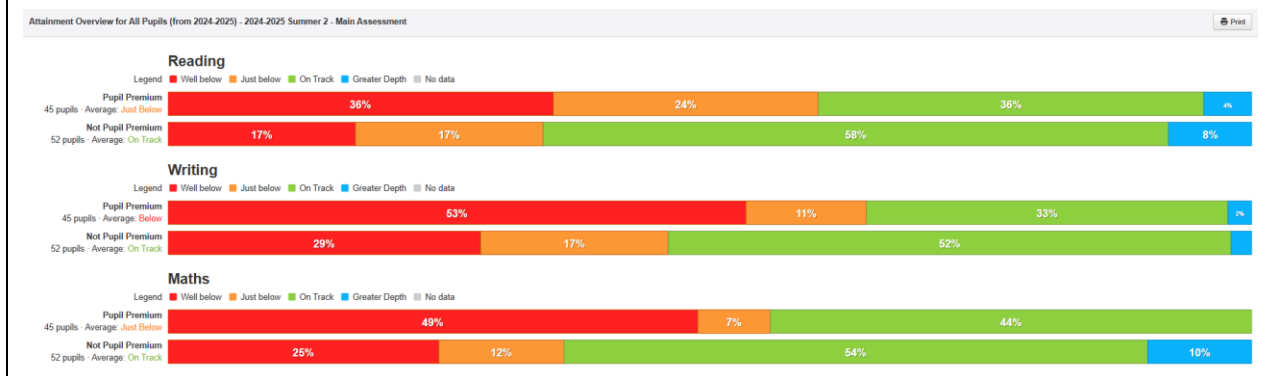
<i>Family Thrive practitioner training</i>	Parents engage well with our FLO – we have a case study of a pupil who was PA last academic year. Parent attended a programme for 6 weeks of support and the child has increased attendance	1,2,4,5
<i>Enrichment opportunities</i>	Improve aspirations and ability to overcome challenge	6

Total budgeted cost: £ 57045

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- Attendance for 2024/2025 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.
- 68% 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.



Reading - EYFSP

Legend Well below Just below On Track Greater Depth No data



Reading - Phonics Score

Legend Well below Just below On Track Greater Depth No data



Reading - SAT Scaled Score

Legend Well below Just below On Track Greater Depth No data



Writing - EYFSP

Legend Well below Just below On Track Greater Depth No data



Writing - SAT Scaled Score

Legend Well below Just below On Track Greater Depth No data



Maths - EYFSP

Legend Well below Just below On Track Greater Depth No data



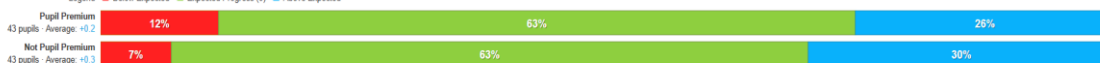
Maths - MTC

Legend Well below Just below On Track Greater Depth No data



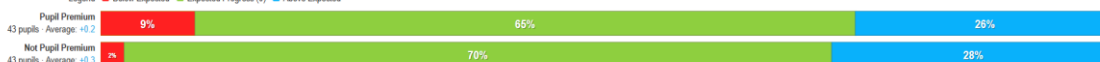
Reading

Legend Below Expected Expected Progress (0) Above Expected



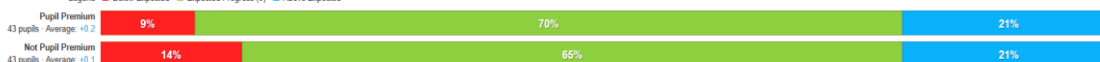
Writing

Legend Below Expected Expected Progress (0) Above Expected



Maths

Legend Below Expected Expected Progress (0) Above Expected



- Progress in these subjects was higher than non PP in both reading and maths, Writing was slightly below non PP, however 91% of children made expected or above expected progress, this needs to continue next year to close the attainment gap. This will be supported by booster groups.

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