

Pupil Premium Strategy Statement: St Columba's Catholic Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2025/26 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's Catholic Primary School
Number of pupils in school	198 plus 16 nursery soon to be 21
Proportion (%) of pupil premium eligible pupils	9.4% but more who have not applied.
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	Oct 25
Date on which it will be reviewed	Oct 26
Statement authorised by	C O'Donnell
Pupil premium lead	C O'Donnell
Governor / Trustee lead	P Craig

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	33,330
Recovery premium funding allocation this academic year	
PUPIL PREM SERV CHILD 25 26	700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	34,030

Part A: Pupil premium strategy plan

Statement of intent

Our school works with families, parishes and the community to provide all our children with opportunities which will help them grow in the knowledge and love of God and each other.

We will help them to develop as a whole person by providing a curriculum which will embrace the individual needs of all pupils.

This will be done within a Catholic setting which seeks to follow the love and teachings of Jesus Christ.

"I have come so that they may have life and have it to the full"
(John 10 : 10)

Our school was built for children who are disadvantaged or poor in any sense of the word so it is our ultimate aim that this is supported and that ALL children have life chances that allow them to flourish and be full.

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, 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, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

- 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

- **At St Columba's we use a tiered approach**

- Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the following 3 areas below but focusing on teaching quality - investing in learning and development for teachers.
 - **Teaching**
- Schools arrange training and professional development for all their staff to improve the impact of teaching and learning for pupils.
 - **Academic support**
- Schools should decide on the main issues stopping their pupils from succeeding at school and use the pupil premium to buy extra help.
 - **Wider approaches**
- This may include non-academic use of the pupil premium such as:
 - school breakfast clubs
 - music lessons for disadvantaged pupils
 - help with the cost of educational trips or visits
 - speech and language therapy

Schools may find using the pupil premium in this way helps to:

- increase pupils' confidence and resilience
- encourage pupils to be more aspirational
- benefit non-eligible pupils
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- **Non-eligible pupils**
- Schools can spend their pupil premium on pupils who do not meet the eligibility criteria but need extra support.
 - **Example**
- Schools can use the pupil premium to support other pupils, for example, if they:
 - are in contact with a social worker
 - used to be in contact with a social worker
 - are acting as a carer

Challenges

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

Challenge number	Detail of challenge
1: Child and family mental health, parenting and background needs impacting on behaviour, metacognition and self regulation	Many families are experiencing mental health, trauma, parenting problems. It is crucial we have someone available immediately to support these needs. We use 'Young Lives' to support the above and our support includes camhs, therapy, seris, nursing, parent support and parenting sessions.

2 Speech and language needs	Children arrive in Nursery and Rec with very poor skills in relation to this. Many are below where they should be.
3 Poor reading skills	Children have limited knowledge of books or support at home with reading due to behaviour and parenting challenges
4 A lack of experiences in relation to cultural capital	Experience are limited and children are closed to the wider world and what is out there.
5 My child has SEND needs	To support and help parents on this journey and ensure staff are trained.

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
To support the background needs of parents and families	Sessions logged, recorded, timetabled and evaluated for all those accessing 'Young Lives' Evaluation of needs met Children using strategies in class and life
To identify and support children with poor SLC needs	All children screened on entry and provision in place to support need Progress monitored
To ensure children make good or better progress in reading	Reading progress and data Phonics progress and data
To support children and parents of children with severe needs	Feedback from children and parents about SEND support.
To provide greater opportunities	Trips timetabled and planned to give opportunities; theatre, outdoors, art

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: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff on SEND resources £4000	Staff training is known to have an impact Resources Team teach training Screening National College Subscription PINs project	Many of our PP children are also SEND so support for staff in relation to helping support needs
Training from	As above	As above

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

Budgeted cost: 16395

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support	See 1:1 support and the impact on EEF Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	Plug the gaps in maths for some PP children
EARLY INTERVENTION Time to talk Lego bug club	See in EEF the impact of early intervention There is a strong evidence base that suggests oral language interventions,	To narrow the gaps early to stop them widening

Drawing Club Doh disco SHREC Intervention -Maths Recovery -Reading Intervention (One-one tuition) - Writing Recovery -Phonic Recovery - Talkboost £16 395 Extra teacher and TA hours Provide small intervention groups to enable children to catch up to their peers and consolidate learning from whole class sessions. - One-one tuition in reading where the individual will be given an intensive and regular sessions over a set period of time. -Phonics will be streamed throughout school based on the learners' needs. -Train new staff in leading intervention groups within school. -Focused talkboost sessions to enable children to develop specific language and speaking skills. Provide further lower level reading sessions and books following Lockdown	including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	To close the attainment gap between PP children and non PP children. To ensure that children make progress in all areas of the curriculum.
Parent sessions for reading, writing and maths to help parents to support their children.	The more the parents know and realise the better	

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

Budgeted cost: £13,300 plus admin 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
One day per week of 'Young Lives' which involves a nurse, counsellor, therapy sessions, camhs, series, parenting and EH support for children and families who are in need. Added in is teacher release time for meeting with Lesley £8000	It is obvious that if children and families are struggling emotionally or with mental health etc that support will allow them to be in a better place to learn.	Helping children and families to work with the barriers and challenges life brings that is hindering their learning and progress
Staff released to screen children £2000	Early screening evidence	Children arriving in school with poor speech and language can be immediately assessed and supported
Music Service and extra TA music sessions in school for pupils £2800	Children are being given chances they would not usually receive Mental health benefits	To support cultural capital and give pupils opportunities to shine in areas they may not experience
Funding pupils for trips and extra clubs £1500	Mental health	As above

Total budgeted cost: £34,195

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 2024 to 2025 academic year.

Our internal assessments during 2024/25 suggested that

The pupil premium/FSM numbers are low in school. 18 children have FSM and 16% of these children have an EHCP, a further 50% are on the SEND register. So 67% of our FSM children are SEND.

72% of the FSM/pupil premium children are seeing Lesley our school nurse/CAMHS/therapist.

A proportion of the FSM funding is spent on Lesley and the rest covers trips, targeted intervention.

The FSM children are in line with the rest of the school in relation to progress which is excellent.

In terms of attainment the children without an EHCP are performing in line with their peers unless they are awaiting ED P

KS2 data 2024/25

[39% of SEND children passed reading](#)

[25% of EHCP children passed reading](#)

[25% of EHCP children passed maths](#)

[75% of PPremium children passed maths](#)

[50% of PP children passed reading](#)

[25% of PP scored greater depth in maths](#)

[25% of PP scored greater depth](#)

Our assessments and observations indicate that there is a need for oracy support throughout the school and primitive skills

Next year we will need more targeted SEND support.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Music Tuition	Cumbria

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Intervention groups and school nurse
What was the impact of that spending on service pupil premium eligible pupils?	Children got the support needed and met expected standard.

Further information (optional)

Our HRSE Sex Education Prog/PSHE prog was purchased with the funding in previous years to support self image and self worth in some of our vulnerable children.

We will be paying to subscribe again to this but this is in addition to the funding.

We have many children who are FSM unofficially as parents won't apply.

The majority of families are just over the FSM mark and we are aware of this and take into account that many have the same needs as FSM children.