

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Columbia Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	12.10.21
Date on which it will be reviewed	31.01.22
Statement authorised by	Tom Best
Pupil premium lead	Oliver Woodward
Governor / Trustee lead	Tom Best

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123 740
Recovery premium funding allocation this academic year	£13 340
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	£137 080

Part A: Pupil premium strategy plan

Statement of intent

We want a child's background to only add to their success and not impede it. We want children to leave primary school succeeding in the core areas of learning, having experienced a broad and balanced curriculum rich in cultural capital. We want children to have interests, likes and dislikes and be confident in themselves as learners.

Our vision for all children is: We are ready to thrive, contribute and be responsible for our world. We are fantastic, creative learners who work well with others, understand our emotions and enjoy challenging ourselves. We are kind to each other and love that we are all different.

The key principles of our strategy are:

- *we have highly effective methods of teaching the core curriculum*
- *we have an enriched curriculum which meets the needs of the children in our school*
- *we focus on pedagogy to make sure children become self regulated learners*
- *we ensure the most educationally vulnerable children are taught by the most effective staff.*

Challenges

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

Challenge number	Detail of challenge
1	<i>Knowledge and understanding of vocabulary - not being word aware readers</i>
2	<i>Limited experience beyond school</i>
3	<i>Parents who are confident supporting their children</i>
4	<i>Attendance</i>
5	<i>Wellbeing of children who have had difficult experiences during lockdown and before</i>

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>Improve disadvantaged children's word awareness</i>	<ul style="list-style-type: none"> ● improve outcomes for disadvantaged children in reading at KS2 so they are in line with other children nationally ● improve outcomes for disadvantaged children in KS1 so the proportion of children working at greater depth is in line with other children nationally ● improve outcomes for disadvantaged children in EYFS so they are in line with other children nationally.
<i>Improve disadvantaged children's uptake of enrichment activities</i>	<ul style="list-style-type: none"> ● all disadvantaged children in KS2 will take part in at least one club during the school year. ● all disadvantaged children in KS2 will learn a musical instrument. ● a similar proportion of disadvantaged children and other children will attend school-journey.
<i>Improve parents of disadvantaged children's attendance at events involving their child's learning.</i>	<ul style="list-style-type: none"> ● all parents of disadvantaged children will attend parents' evening. ● all parents of disadvantaged children will attend the class welcome meetings. ● a similar proportion of parents of disadvantaged children and other children will attend Family Fridays.
<i>Improve children's ability to self regulate as learners.</i>	<ul style="list-style-type: none"> ● lesson observations show that all children are confident discussing learning and sharing ideas.
<i>Improve the attendance of disadvantaged children.</i>	<ul style="list-style-type: none"> ● attendance of disadvantaged children is the same as other children.
<i>Improve children's emotional regulation</i>	<ul style="list-style-type: none"> ● behaviour data shows that fewer children are struggling to regulate their behaviour.

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: £ 2150

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Implement KS2 approach to reading which builds on success at KS1.</i>	EEF teaching and learning toolkit - reading comprehension strategies + 6 months	1
<i>Allocate INSET time to developing our approach to self regulation</i>	EEF teaching and learning toolkit - metacognition and self regulation +7 months progress	1

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

Budgeted cost: £98 152

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Time for phase leaders to work with disadvantaged children directly (50% of timetable)</i>	EEF teaching and learning toolkit - small group tuition + 4 months one to one tuition + 5 months	1

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

Budgeted cost: £44 982

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>Time for the office team to increase uptake in enrichment (20% of timetable)</i>	EEF teaching and learning toolkit - outdoor adventure learning + 4 months art participation + 2 months sports participation + 2 months	2
<i>Time for learning mentors to increase parents engagement in school events (50% of timetable) and follow up on absence/ encourage attendance</i>	EEF teaching and learning toolkit - parental engagement + 3 months	3/ 4
<i>SLA for attendance</i>		4
<i>Additional time allocated for therapeutic support</i>	EEF teaching and learning toolkit - Social and Emotional learning + 4 months	5

Total budgeted cost: £ 145 284

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 2020 to 2021 academic year.

Phonics - 100% of disadvantaged children were at the expected standard in phonics with 93% of not disadvantaged children at the expected standard.

Reading - 67% of disadvantaged children were at the expected standard in writing with 76% of not disadvantaged children at the expected standard.

Writing - 65% of disadvantaged children were at the expected standard in writing with 80% of not disadvantaged children at the expected standard.

Maths - 52% of disadvantaged children were at the expected standard in writing with 70% of not disadvantaged children at the expected standard.