

## 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	430
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23
Date this statement was published	27.11.22
Date on which it will be reviewed	February 23
Statement authorised by	Stephanie Collins
Pupil premium lead	Oliver Woodward
Governor / Trustee lead	Stephanie Collins

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134 890
Recovery premium funding allocation this academic year	£16 110
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£151 000

# 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 active learners who work well with others, understand our feelings and enjoy challenging ourselves. We are ready to thrive, contribute and be responsible for our world. We are kind to each other and love that we are all different.*

*The key principles of our strategy are:*

- *we have 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>Poor mathematical understanding</i>
3	<i>Limited experience beyond school</i>
4	<i>Parents who are confident supporting their children</i>
5	<i>Attendance</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
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<p><i>Improve disadvantaged children's word awareness</i></p>	<ul style="list-style-type: none"> <li>● improve outcomes for disadvantaged children in reading at KS2 so they are in line with other children nationally</li> <li>● improve outcomes for disadvantaged children in KS1 so the proportion of children working at greater depth is in line with other children nationally</li> <li>● improve outcomes for disadvantaged children in EYFS so they are in line with other children nationally.</li> </ul>
<p><i>Improve disadvantaged children's number fluency.</i></p>	<ul style="list-style-type: none"> <li>● improve outcomes for disadvantaged children in KS1 so the proportion of children working at the expected standard is in line with other children nationally.</li> <li>● improve outcomes for disadvantaged children in EYFS so they are in line with other children nationally.</li> </ul>
<p><i>Improve disadvantaged children's uptake of enrichment activities</i></p>	<ul style="list-style-type: none"> <li>● all disadvantaged children in KS2 will take part in at least one club during the school year.</li> <li>● all disadvantaged children in KS2 will learn a musical instrument.</li> <li>● a similar proportion of disadvantaged children and other children will attend school-journey.</li> </ul>
<p><i>Improve parents of disadvantaged children's attendance at events involving their child's learning.</i></p>	<ul style="list-style-type: none"> <li>● all parents of disadvantaged children will attend parents' evening.</li> <li>● all parents of disadvantaged children will attend the class welcome meetings.</li> <li>● a similar proportion of parents of disadvantaged children and other children will attend Family Fridays.</li> </ul>
<p><i>Improve disadvantaged children's participation in lessons</i></p>	<ul style="list-style-type: none"> <li>● lesson observations show that all children are confident discussing learning and sharing ideas.</li> </ul>
<p><i>Improve the attendance of disadvantaged children.</i></p>	<ul style="list-style-type: none"> <li>● attendance of disadvantaged children is the same as other children.</li> </ul>

## 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:

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>Implement KS1 and Reception approach to number fluency</i>	Improving Early Mathematics in Early Years and KS1	2

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

Budgeted cost: £128 00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Time for phase leaders/ TAs 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 phonics +6	1, 2

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

Budgeted cost: £24 805

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Time for the office team to increase uptake in</i>	EEF teaching and learning toolkit - outdoor adventure learning + 4 months	3

<i>enrichment (20% of timetable)</i>	art participation + 2 months sports participation + 2 months	
<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	4
<i>SLA for attendance</i>	Increase AWA time to work to half a day per week	5

**Total budgeted cost: £ 152 805**

# 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 2021 to 2022 academic year.

Target	Success Criteria	End of year review of data	Next Steps																					
<i>Improve disadvantaged children's word awareness</i>	Improve outcomes for disadvantaged children in reading at KS2 so they are in line with other children nationally	<table border="1"> <thead> <tr> <th></th> <th>At+</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Aim:</td> <td>80%</td> <td>25%</td> </tr> <tr> <td>3</td> <td>44%</td> <td>11%</td> </tr> <tr> <td>4</td> <td>77%</td> <td>46%</td> </tr> <tr> <td>5</td> <td>92%</td> <td>38%</td> </tr> <tr> <td>6</td> <td>81%</td> <td>29%</td> </tr> <tr> <td>Nat - not dis</td> <td>81%</td> <td>37%</td> </tr> </tbody> </table>		At+	Above	Aim:	80%	25%	3	44%	11%	4	77%	46%	5	92%	38%	6	81%	29%	Nat - not dis	81%	37%	<p>Focus catch up on fluency in year 3 - 6.</p> <p>Allocate extra support to year 3/ 4 catch up.</p>
		At+	Above																					
	Aim:	80%	25%																					
3	44%	11%																						
4	77%	46%																						
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	At+	Above																						
Aim:	80%	25%																						
1	54%	0%																						
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Improve outcomes for disadvantaged children in reading in EYFS so they are in line with other children nationally.	<table border="1"> <thead> <tr> <th></th> <th>At+</th> </tr> </thead> <tbody> <tr> <td>Aim:</td> <td>80%</td> </tr> <tr> <td>Nursery</td> <td>25%</td> </tr> <tr> <td>Reception</td> <td>21%</td> </tr> </tbody> </table>		At+	Aim:	80%	Nursery	25%	Reception	21%	<p>Deputy head to support teaching of early reading for lower attaining pupils.</p>														
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Nursery	25%																							
Reception	21%																							

<i>Improve disadvantaged children's uptake of enrichment activities</i>	All disadvantaged children in KS2 will take part in at least one club during the school year.	66 out of 69 disadvantaged children have attended at least one club.	Target the three children who didn't attend clubs this year				
	All disadvantaged children in KS2 will learn a musical instrument.	Target met	Next work on number of disadvantaged children taking AB exams				
	A similar proportion of disadvantaged children and other children will attend school-journey.	Number of children who did not attend school journey who are disadvantaged: Amber - 4 out of 10 Jade - 3 out of 6 Emerald - 5 out of 6 Pearl - 2 out of 5	Work with year 5 families to ensure their children attend school journey in Yr 6. Consider overnight stay for year 4 for current year 4.				
<i>Improve parents of disadvantaged children's attendance at events involving their child's learning.</i>	All parents of disadvantaged children will attend parents' evening.	Staff are following up parents who didn't attend until they meet with all parents.	All disadvantaged parents attended parent meetings				
	All parents of disadvantaged children will attend the class welcome meetings.	Monitor at the start of next year	Update				
	A similar proportion of parents of disadvantaged children and other children will attend Family Fridays.	Start monitoring when Family Fridays go face to face.	Family Fridays were inconsistent due to rise in COVID. Monitor this year.				
<i>Improve children's ability to self regulate as learners.</i>	Lesson observations show that all children are confident discussing learning and sharing ideas.	Peer learning and health checks show all children are actively involved in lessons.	Continued focus on SIP.				
<i>Improve the attendance of disadvantaged children.</i>	Attendance of disadvantaged children is the same as other children.	<table border="1"> <tr> <td>Dis</td> <td>Other</td> </tr> <tr> <td>91.43%</td> <td>92.32%</td> </tr> </table>	Dis	Other	91.43%	92.32%	Recently appointed attendance and welfare advisor - focus on disadvantaged children.
Dis	Other						
91.43%	92.32%						
<i>Improve children's emotional regulation</i>	Behaviour data shows that fewer children are struggling to regulate their behaviour.	No difference in percentage of disadvantaged and other children sent to the office.	Continue to monitor				