

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24
Date this statement was published	27.12.23
Date on which it will be reviewed	February 24
Statement authorised by	Tilly Munro
Pupil premium lead	Oliver Woodward
Governor / Trustee lead	Tilly Munro

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145 000
Recovery premium funding allocation this academic year	
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	£145 000

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>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
------------------	------------------

<p><i>Improve disadvantaged children's word awareness</i></p>	<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.
<p><i>Improve disadvantaged children's number fluency.</i></p>	<ul style="list-style-type: none"> ● improve outcomes for disadvantaged children in KS1 so the proportion of children working at the expected standard is in line with other children nationally. ● improve outcomes for disadvantaged children in EYFS so they are in line with other children nationally.
<p><i>Improve disadvantaged children's uptake of enrichment activities</i></p>	<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.
<p><i>Improve disadvantaged children's participation in lessons</i></p>	<ul style="list-style-type: none"> ● lesson observations show that all children are confident discussing learning and sharing ideas.
<p><i>Improve the attendance of disadvantaged children.</i></p>	<ul style="list-style-type: none"> ● attendance of disadvantaged children is the same as other children.

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: £128 000

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: £24 869

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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	3

<i>Time for learning mentors to improve pupil attendance (20% of timetable)</i>		4
<i>SLA for attendance</i>	Increase AWA time to work to half a day per week	5

Total budgeted cost: £ 152 869

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 2022 to 2023 academic year. Target highlighted in Green we will continue in 2023-24

Pupil Premium Review - October 2023 Columbia Primary School

Target	Success Criteria	Mid year review of data	End of year review of data																																				
<p>Improve disadvantaged children's word awareness</p>	<p>Improve outcomes for disadvantaged children in reading at KS2 so they are in line with other children nationally</p>	<table border="1"> <thead> <tr> <th></th> <th>At+</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Aim:</td> <td>85%</td> <td>30%</td> </tr> <tr> <td>3</td> <td>55%</td> <td>0%</td> </tr> <tr> <td>4</td> <td>42%</td> <td>5%</td> </tr> <tr> <td>5</td> <td>69%</td> <td>31%</td> </tr> <tr> <td>6</td> <td>50%</td> <td>21%</td> </tr> </tbody> </table>		At+	Above	Aim:	85%	30%	3	55%	0%	4	42%	5%	5	69%	31%	6	50%	21%	<table border="1"> <thead> <tr> <th></th> <th>At+</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Aim:</td> <td>85%</td> <td>30%</td> </tr> <tr> <td>3</td> <td>54%</td> <td>0%</td> </tr> <tr> <td>4</td> <td>58%</td> <td>5%</td> </tr> <tr> <td>5</td> <td>80%</td> <td>47%</td> </tr> <tr> <td>6</td> <td>88%</td> <td>33%</td> </tr> </tbody> </table>		At+	Above	Aim:	85%	30%	3	54%	0%	4	58%	5%	5	80%	47%	6	88%	33%
		At+	Above																																				
	Aim:	85%	30%																																				
3	55%	0%																																					
4	42%	5%																																					
5	69%	31%																																					
6	50%	21%																																					
	At+	Above																																					
Aim:	85%	30%																																					
3	54%	0%																																					
4	58%	5%																																					
5	80%	47%																																					
6	88%	33%																																					
<p>Improve disadvantaged children</p>	<p>Improve outcomes for disadvantaged children in reading at KS1 so the proportion of children working at greater depth is in line with other children nationally</p>	<table border="1"> <thead> <tr> <th></th> <th>At+</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Aim:</td> <td>85%</td> <td>30%</td> </tr> <tr> <td>1</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>2</td> <td>46%</td> <td>23%</td> </tr> </tbody> </table>		At+	Above	Aim:	85%	30%	1	0%	0%	2	46%	23%	<table border="1"> <thead> <tr> <th></th> <th>At+</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Aim:</td> <td>85%</td> <td>30%</td> </tr> <tr> <td>1</td> <td>44%</td> <td>0%</td> </tr> <tr> <td>2</td> <td>64%</td> <td>0%</td> </tr> </tbody> </table>		At+	Above	Aim:	85%	30%	1	44%	0%	2	64%	0%												
		At+	Above																																				
	Aim:	85%	30%																																				
1	0%	0%																																					
2	46%	23%																																					
	At+	Above																																					
Aim:	85%	30%																																					
1	44%	0%																																					
2	64%	0%																																					
<p>Improve disadvantaged children</p>	<p>Improve outcomes for disadvantaged children in reading in EYFS so they are in line with other children nationally.</p>	<table border="1"> <thead> <tr> <th></th> <th>At+</th> </tr> </thead> <tbody> <tr> <td>Aim:</td> <td>80%</td> </tr> <tr> <td>Reception</td> <td>9%</td> </tr> </tbody> </table>		At+	Aim:	80%	Reception	9%	<table border="1"> <thead> <tr> <th></th> <th>At+</th> </tr> </thead> <tbody> <tr> <td>Aim:</td> <td>80%</td> </tr> <tr> <td>Reception</td> <td>63%</td> </tr> </tbody> </table>		At+	Aim:	80%	Reception	63%																								
		At+																																					
	Aim:	80%																																					
Reception	9%																																						
	At+																																						
Aim:	80%																																						
Reception	63%																																						
<p>Improve disadvantaged children</p>	<p>improve outcomes for disadvantaged children in KS1 so the proportion of</p>	<table border="1"> <thead> <tr> <th></th> <th>At+</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>		At+	Above				<table border="1"> <thead> <tr> <th></th> <th>At+</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>		At+	Above																											
	At+	Above																																					
	At+	Above																																					

<p>children's number fluency.</p>	<p>children working at the expected standard is in line with other children nationally.</p>	<table border="1"> <tr> <td>Aim:</td> <td>85%</td> <td>30%</td> </tr> <tr> <td>1</td> <td>43%</td> <td>0%</td> </tr> <tr> <td>2</td> <td>46%</td> <td>8%</td> </tr> </table>	Aim:	85%	30%	1	43%	0%	2	46%	8%	<table border="1"> <tr> <td>Aim:</td> <td>85%</td> <td>30%</td> </tr> <tr> <td>1</td> <td>56%</td> <td>0%</td> </tr> <tr> <td>2</td> <td>64%</td> <td>0%</td> </tr> </table>	Aim:	85%	30%	1	56%	0%	2	64%	0%
	Aim:	85%	30%																		
1	43%	0%																			
2	46%	8%																			
Aim:	85%	30%																			
1	56%	0%																			
2	64%	0%																			
	<p>improve outcomes for disadvantaged children in EYFS so they are in line with other children nationally.</p>	<table border="1"> <tr> <td></td> <td>At+</td> </tr> <tr> <td>Aim:</td> <td>80%</td> </tr> <tr> <td>Reception</td> <td>43%</td> </tr> </table>		At+	Aim:	80%	Reception	43%	<table border="1"> <tr> <td></td> <td>At+</td> </tr> <tr> <td>Aim:</td> <td>80%</td> </tr> <tr> <td>Reception</td> <td>70%</td> </tr> </table>		At+	Aim:	80%	Reception	70%						
	At+																				
Aim:	80%																				
Reception	43%																				
	At+																				
Aim:	80%																				
Reception	70%																				
<p>Improve disadvantaged children's uptake of enrichment activities</p>	<p>All disadvantaged children in KS2 will take part in at least one club during the school year.</p>	<p>52 out of 59 disadvantaged children have attended at least one club.</p>	<p>52 out of 59 disadvantaged children have attended at least one club.</p>																		
	<p>All disadvantaged children in KS2 will learn a musical instrument.</p>	<p>Target met</p>	<p>Target met</p>																		
	<p>A similar proportion of disadvantaged children and other children will attend school-journey.</p>	<p>Number of children who did not attend school journey who are disadvantaged: Amber - 9 out of 12 Jade - 10 out of 10</p>	<p>Continue to focus on this.</p>																		
<p>Improve parents of disadvantaged children's attendance at events involving their child's learning.</p>	<p>All parents of disadvantaged children will attend parents' evening.</p>	<p>Staff are following up with parents who didn't attend until they meet with all parents.</p>	<p>Parents meetings were well attended by parents of disadvantaged children.</p>																		
	<p>All parents of disadvantaged children will attend the class welcome meetings.</p>	<p>Class meetings were well attended by disadvantaged parents</p>	<p>Class meetings were well attended by parents of disadvantaged children.</p>																		
	<p>A similar proportion of parents of disadvantaged children and other children will attend Family Fridays.</p>	<p>Family Friday attendance decreased over the year. Look at new strategy for attendance of these in general</p>	<p>Family Friday attendance decreased over the year. Look at new strategy for attendance of these in general</p>																		
<p>Improve disadvantaged children's participation in lessons</p>	<p>Lesson observations show that all children are confident discussing learning and sharing ideas.</p>	<p>Disadvantaged children are the focus of the work surveys. Leaders check understanding to ensure children have engaged well in lessons.</p>	<p>Disadvantaged children are the focus of the work surveys. Leaders check understanding to ensure children have engaged well in lessons.</p>																		

<p><i>Improve the attendance of disadvantaged children.</i></p>	<p>Attendance of disadvantaged children is the same as other children.</p>				
		Dis	Other	Dis	Other
		91.8%	92.4%	90.7	92.3