

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	St Columba's Catholic Boys School
Number of pupils in school	812
Proportion (%) of pupil premium eligible pupils	25.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2 to 2024-5
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Mr N Fisher
Pupil premium lead	Mr P McGonnell
Governor / Trustee lead	Tina Watson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£197,685
Recovery premium funding allocation this academic year	£30,740
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	£228,425

Part A: Pupil premium strategy plan

Statement of intent

St.Columbas intention is that all pupils, regardless of their background or the challenges they face, make excellent progress and achieve high attainment across the curriculum, particularly EBacc subjects.

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.

Our approach to improving outcomes for our disadvantaged pupils is based firmly on the most up to date and effective research. At St.Columba's, we use guidance from the EEF, including:

Using pupil premium funding effectively

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

The Teaching and Learning Toolkit

[Teaching and Learning Toolkit | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/teaching-and-learning-toolkit/)

High quality teaching is an integral part of our approach at St.Columba's, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the attainment gap and at the same time will benefit all pupils in our educational community. The intention is that all our pupils attainment will be sustained and improved.

Challenges

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

Challenge number	Detail of challenge
1	Attainment differences upon entry to year 7 between PP pupils and Non PP peers (numeracy and literacy) do exist for all year groups (No KS2 data current year 7 and 8)
2	Lower aspirations, self esteem and self motivation of some of our disadvantaged pupils
3	Lack of opportunity, either in access to resources, equipment, extra-curricular and enrichment activities.
4	Lower level of parental engagement of some of our PP pupil parents (still an issue but has improved during the last Academic year)
5	PP pupils can face some of more of the same barriers: <ul style="list-style-type: none"> • Social and emotional barriers • Material poverty in terms of resources for learning, space to work at home • Low self-esteem, aspiration and lack of resilience • Limited FE and HE family experience • Sometimes behaviour • Mental illness • Slightly lower attendance levels than Non PP peers
6	Absence due to COVID-19 pandemic Lack of engagement with online learning

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
The majority of PP pupils making progress	Shown by their P8 and A8 scores, Attitude to Learning and Progress Measures in all subject areas, especially English and Maths across both Key Stages.
A diminishing difference between PP and Non PP pupils	Shown in the majority of headline measures (Progress 8, Attainment 8, etc.) as well as Progress and attainment in subjects.
Pastoral, timetable and behavioural interventions for targeted PP pupils, carried out by Form tutors, Heads of Year and Senior Leaders.	Attitude to Learning (A2L) and Progress measure improvements for targeted groups, monitored on a half termly basis as well as behaviour points on Class Charts .
Administrative staff individually contacting PP parents whenever there is a school progress event for all year groups.	<p>Increased percentage of PP parents at parent's evenings, etc. Narrowing of gap in attendance of PP parent's and Non PP parents to such events (has improved but there needs to be parity between the groups)</p> <p>Interventions set up to address these issues and concerns should see a diminishing difference between PP and Non PP pupils in the majority of headline measures (Progress 8, Attainment 8, etc.) as well as Progress and attainment in subjects.</p>

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: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that all PP pupils experience high quality teaching, through:</p> <ul style="list-style-type: none"> • Staff CPD and INSET • Teaching and Learning Policy that includes EEF strategies • Lesson observations and coaching • High Expectations 	<p>Improving the quality of teaching, is the most effective way to improve outcomes for our disadvantaged pupils (and all our pupils)</p> <p>Using pupil premium: guidance for school leaders - GOV.UK (www.gov.uk)</p> <p>EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	<p>1,2 5 and 6</p>

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

Budgeted cost: £140,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group GCSE Booster sessions for all subjects</p>	<p>Students benefit from small group sessions revising the GCSE subject content, following numerous strategies such as doing past paper questions and receiving immediate feedback, exam technique, revision techniques, etc.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2 and 5</p>
<p>Provision of resources through PP fund that every department has a part of their Capitation (+15%)</p>	<p>No evidence from EEF. However it can only benefit PP pupils if they have access to the same revision materials as their peers to help support their learning and prepare them for exams.</p>	<p>3</p>
<p>Specialist Staff to provide specialist support in a number of areas (Attendance, Punctuality, Behaviour, SEN, etc.). This would help diminish the difference between PP pupils and their peers in these areas.</p>	<p>It is obvious that if you attend school and are on time you can access the curriculum better, so we monitor attendance and punctuality regularly, involving outside agencies.</p> <p>Evidence suggests that improved behaviour can lead to better outcomes for pupils who have specific behavioural issues. To this end we have the St. Ambrose area, where these interventions can take place.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Some PP pupils are also SEN, so they need Teaching assistant support which can have positive outcomes if used properly for individual support of pupils or support of small groups</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>2,3,4,5,and 6</p>

<p>Higher levels of progress in Literacy for year 7 and 8 pupils</p>	<p>High quality literacy teaching and the use of this software will increase the pupils' progress in literacy. Reading comprehension strategies improve learning by about 5 months a year. Also there is some suggestions that computer based approaches can provide positive outcomes when they focus on the development of strategies and self-questioning skills.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <ol style="list-style-type: none"> 1. Accelerated Reader appears to be effective for weaker readers as a catch-up intervention at the start of secondary school. 2. A well-stocked library with a wide collection of books banded according to the Accelerated Reader readability formula, and easy access to computers with internet connection, are the main requirements for successful implementation. 3. Pupils at very low levels of reading may not be independent readers and would need initial support from teacher to start reading books. Reading is encouraged during English lessons and Form time 	<p>1,2 and 3</p>
--	--	------------------

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Every pupil premium child is known by all his teachers and interventions and support are allocated to these pupils where necessary</p>	<p>Teachers and support staff have been given information about which students in their classes are pupil premium (Class Charts system and SIMS). Up to date information about attendance, behaviour (positive and negative) and Homework encourages parental engagement.</p>	<p>2, 4 and 5</p>

	<p>New EEF guidance report published: 'Using Digital Technology to... EEF (educationendowmentfoundation.org.uk)</p> <p>Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>This information allows Teachers to implement strategies at a classroom level, to make sure that pupil premium students are making the expected progress within their subjects.</p> <p>Fixed agenda items for HOD's, HOY's, Line management meetings</p> <p>Each half term there are several meetings at which matters relating to pupil premium students are discussed by teachers. Assessment data is collected 3 times during the academic year and 'Attitude to Learning' (A2L) 6 times a year. This is analysed by several professionals and pupil's progress is identified. If pupil premium students are not progressing their names are raised and strategies and interventions are suggested to help them make progress.</p>	
<p>Increased participation of PP parents at school events (greater parental engagement)</p>	<p>Research from the EEF and other research bodies has suggested that the involvement of parents can help improve the outcomes of PP students.</p> <p>We are now using Schools Cloud to enable us to perform Parent Teacher events safely and online during the ongoing pandemic.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>

<p>Use of Digital Technology to help learning</p> <p>GCSE Pod Educake ClassCharts SIMS App Doddle Learn</p>	<p>Use of these programs to facilitate learning in lessons and for revision and homework. Strong research base from EEF.</p> <p>Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)</p>	1, 3 and 4
<p>Careers Advisor (Years 10 and 11) to provide Careers and Post 16 advice earlier to PP students</p>	<p>Prospects career adviser (2 days a week) Post 16 Evening, GCSE Exam success evening</p> <p>SYM873648 Careers-Education-Infographic (d2tic4wvo1iusb.cloudfront.net)</p>	2, 4 and 5
<p>Combined Hardship Fund to assist any unplanned interventions (trips, equipment, etc.)</p>	<p>Pupil premium pupils due to their families' economic circumstances may not be able to pay for school trips, items of uniform, equipment, etc. So provision of such items may help these pupils access the curriculum (Laptops)</p>	2, 3 and 5

Total budgeted cost: £230,000

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.

Pupil Premium students made marginally less progress than their peers when compared with their Non - PP peers. This does represent a reverse from our last PP data, where PP pupils outperformed their peers for progress.

EBacc entry was higher for PP pupils in relation to their Non-PP peers for 2021 TAGS

There was widespread disruption as evidenced across the country, partial closure and online learning was not good for some of our PP pupils. Not being in school to receive quality first teaching and targeted interventions, did not help impacted their eventual outcomes. The school did provide quality on-line learning through MS Teams and other platforms. We also created independent learning grades to supplement A2L grades to provide information to parents and Teaching staff to support the boys learning. We also provided laptops to pupils to enable access to online learning (42.5% of all laptops went to PP students). The school also invited PP students (and SEN, vulnerable and key worker) to come into school and study to support them with their learning.