

Pupil premium strategy statement – St Columb Minor Academy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	463
Proportion (%) of pupil premium eligible pupils	26.35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Natalie Simmonds
Pupil premium lead	Natalie Simmonds
Governor / Trustee lead	Carly Barber (CoG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151,195
Recovery premium funding allocation this academic year Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.	£12,785
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	£163,980

Part A: Pupil premium strategy plan

Statement of intent

Our vision is to ensure pupils are enabled to have a life of choice and opportunity by providing them with the skills, attitudes and academic qualifications to flourish in any career and live happy and fulfilled lives. The ultimate goal for our disadvantaged pupils is that they can attend school every day without barriers, that they receive high quality teaching and excellent opportunities every day. Through strong relationships between, staff, pupils and families, pupils will leave our school with the confidence, skills and knowledge to access the secondary curriculum and succeed.

Our children 'learn to ride the wave of life'. As a school, we now aim to be the anchor in our community – to provide our community with a firm foundation and empower our children to access opportunities of their choice and to achieve success. In order to achieve this vision, we will ensure that pupils flourish in our school and achieve across all areas of the curriculum.

When making decisions about using Pupil Premium funding it is important to consider the context of the school, our unique coastal location and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". Post pandemic the importance of this issue has been heightened. Research has found that disadvantaged pupils have been worst affected by the impact of this time. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils.

Principles

- Never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged pupils to achieve the highest levels.
- Strategies and decision-making based on the most recent evidence so we only implement what has been shown to close the gap.
- The plan will be centred on improving the quality of teaching. All academic evidence strongly suggests that high-quality teaching is the 'best bet' we have in closing the attainment gap.
- Ensure that Senior leaders and governors have a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils.
- Thoroughly involve governors in the decision making and evaluation process.
- Have a clear and robust performance management system for all staff, and include discussions about pupils eligible for the Pupil Premium in appraisal and pupil progress meetings (PPM).
- Outstanding CPD, based on EEF evidence of what works (including individual coaching to all staff) will be used to increase the quality of teaching in the school.
- Work across the community by building links with family hubs, feeder nurseries, secondary schools and schools within our Kernow learning family. Identify under achievement and patterns as early as possible to allow action to be taken to address the issues in a timely manner.
- We pride ourselves on having a deep understanding of every pupil and family.
- Review and change. We will review the plan each term and remove actions that are not having a positive impact on our desired outcomes.

- The plan will be underpinned by drawing upon the EEF’s Teaching and Learning Toolkit meta-analyses and research reviews.
<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>
- School leaders should focus on a small number of priorities each year in areas that are likely to make the biggest difference, with a focus on effective implementation

Challenges

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

Challenge number	Detail of challenge
1	<p>Pupils that a deemed disadvantaged have higher absence rates than those who are not disadvantaged. This has been exacerbated by the pandemic. Academic year 2022-2023 pupils who were non pupil premium had attendance of 94.64% while disadvantaged pupils had attendance of 91.38%. Persistent absence academic year 2022-2023 was 19.7 % (90 pupils). Nearly half of the pupils that were persistently absent are disadvantaged.</p> <p>As a school our target this year is to get back to pre-pandemic levels of attendance with disadvantaged pupils attendance 95.5% and PA at 10% or under</p>
2	<p>Our assessments show that, on average, half of our disadvantaged pupils are not attaining age related expectations in maths, reading and writing at the end of KS1 and KS2. The reading curriculum has only recently been aligned to recommendations from the reading framework – this has lead to curriculum dysfluency over time.</p> <p>Observations and discussions show that some pupils’ automaticity in maths and number fluency is not secure. Fluency and accuracy in lower key stage 2 is not secure for some pupils. Question level analysis shows spelling rules and patterns are not secure.</p>
3	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This has been particularly evident in the Early Years.</p>
4	<p>Assessments, observations, and discussions show a rise in social, emotional and mental health concerns and referrals, particularly among disadvantaged pupils following the pandemic. Behaviour support for vulnerable pupils has been increased following the pandemic including nurture provision for identified pupils. Pupils in Early years have had lower on entry communication and language and PSED baseline than prior to the pandemic.</p>
5	<p>Although our unique coastal location offers opportunities for outdoor enrichment there is not equity in access to this for all families. Our observations show that many of our children have less access to wider learning opportunities. Our rural location can mean that out of county, enriching experiences are limited for a high proportion of pupils in our school. In addition, some of our children’s opportunities outside of school to develop cultural capital are limited</p>

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
Pupils make outstanding progress through the EYFS.	100% of disadvantaged students meet the GLD in all of the prime areas of the EYFS.
Pupils all pass the phonics screen	100% of disadvantaged students pass the phonics screen.
Students achieve outstanding outcomes in Key Stage 1	75% of disadvantaged students achieve combined EXS+ in Reading, Writing and Maths.
Students achieve outstanding outcomes at Key Stage 2	80% of disadvantaged students achieve combined EXS+ in Reading, Writing and Maths.
Sustain high attendance for all pupils, particularly our disadvantaged pupils	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> The overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced so that it is no more than 2%. <p>The percentage of all pupils who are persistently absent being below 7% and the figure among disadvantaged pupils being no more than 10% (in line with national figures for all pupils)</p>
Our behaviour policy will ensure that students are taught habits and routines that will support them to be learning ready.	Observations, pupils voice and stakeholder surveys show that pupils are ready, respectful and safe at all times of the school day.
Support the personal, social and emotional development of our children, ensuring pupils are emotionally ready to learn and are resilient when faced with challenges.	Pupil voice, learning observations, assessments show pupils are emotionally ready to learn and are resilient when faced with challenges.
Pupils will have equity in access to cultural capital. This will be through the implementation of an ambitious curriculum, access to local and national assets and access to broad and varied enrichment (clubs/trips/visits)	All pupils will have achieved the '20 things to help you ride the wave of life' through school provision (Museum trips, theatre, resilience building activities- all provided by school)

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: £37 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD Programme</p> <p>focused on practice and developing teacher habits. The CPD programme is underpinned by the latest research and evidence. We will review our provision every academic year to ensure that our CPD offer is inline with what research says will close the attainment gap.</p>	<p>A large body of academic evidence has made it clear that the biggest factor determining the outcomes for disadvantaged students is the quality of teaching. Therefore, it suggests that CPD for teachers should be where Senior Leaders and schools invest a majority of their time and money.</p> <p>https://s3.eu-west-2.amazonaws.com/ambition-institute/documents/Designing_Professional_Development_for_Teacher_Change - Harry Fletcher-Wood 1.pdf</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	<p>2,3,4</p>
<p>Teacher retention is high through centralised school routines, systems, reductions and a feedback policy that empowers teachers to decide how to move pupils learning on</p>	<p>The Department for Education has produced the School workload reduction toolkit and this has guided our overarching strategic principles in the school. Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>https://www.gov.uk/government/collections/reducing-school-workload</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>2,3,4</p>
<p>Coaching of teachers to ensure that the quality of teaching and learning is stretching beyond for all pupils.</p>	<p>In terms of impact on pupil outcomes, instructional coaching has a better evidence base than any other form of CPD. Instructional coaching is also in contrast to a more traditional coaching model where the coach asks a series of open questions in order to draw out the answer that the practitioner is already aware of. Instructional coaching assumes that there are some areas where the teacher being coached is more novice and that the coach, being more expert,</p>	<p>2,3,4</p>

	<p>will be able to guide their improvement in those areas. The use of Step Lab will support this. https://samsims.education/2019/02/19/247/</p> <p>The Evidence and Rationale Behind Steplab Steplab</p>	
<p>Ongoing data analysis to have a specific focus on the attainment and broader outcomes of disadvantaged students.</p> <p>(Data meaning all elements of information around each pupil)</p>	<p>Pupil Progress Meetings (PPM's) will focus on the progress of disadvantaged students. Meetings have been adapted for the academic year 2023 2024 to not only have a more specific focus on progress of disadvantaged pupils.</p> <p>Individual pupil passports and whole school Disadvantaged pupil overview which is overseen by SLT. Both the overview and passports allow for conversations, to really get to know the children's individual needs and adapt accordingly. Also, parents are a part of the process - building relationships. This info then feeds into the overview sheets for all with the biggest leverage point being belonging.</p>	2,3,4
Oracy	<p>Researchers are in agreement that effective oracy provision is vital to the success of students, both in relation to students' cognitive development and learning, and their preparation for participation in the wider world (Millard and Gaunt, 2018). Both of these factors are in alignment with our school vision of preparing students for lives of choice and opportunity. All Kernow Learning schools, including our school, are investing in becoming Voice 21 oracy schools. We have a dedicated oracy lead and oracy champion that pioneer this practice within our setting.</p> <p>This responsibility includes giving students the ability to articulate themselves and express their own opinions confidently and persuasively, to prepare them for deep collaborative thinking and for a variety of professional situations. The Education Endowment Foundation also identifies the importance of 'structured talk' as one of the essential features of effective disciplinary literacy within schools (EEF, 2021). Oracy is treated as a core element of building wider student literacy, which is essential to high-level student attainment and opportunity.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	2,3,5

Curriculum that builds cultural capital and wider schema .	We believe that all children should enjoy lives of choice and opportunity. Our curriculum is driven by high quality reading texts that are linked to wider curriculum to build schema. The implementation of our reading curriculum aligns with recommendations from the reading framework. Trips, visits and enrichment are planned to build cultural capital of all children- so there is equity in access for all pupils.	2,5
The development of a behaviour curriculum.	Tom Bennett has shown that behaviour needs to be 'taught rather than told.' We have a whole school focus, running across primary and on teaching pupils effective learning habits. https://www.amazon.co.uk/Running-Room-Teachers-Guide-Behaviour/dp/19136221_42	2,4

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

Budgeted cost: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils in upper key stage 2 who require further phonics support. This will be delivered with training from RWI including use of the Fresh Start program.	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. Online Subscription films sent home. Phonics Toolkit Strand Education Endowment Foundation EEF	2
Targeted fast track tutoring intervention for pupils in lower key stage to ensure they can read with fluency and accuracy	Phonics Toolkit Strand Education Endowment Foundation EEF	2
A strong, in school pastoral offer supports pupils to be emotionally ready to learn in school. For pupils with more complex SEMH needs use of Multi agency support team, referrals to CAHMS, CLEAR and therapeutic intervention.	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social Emotional Learning can lead to learning gains of +4 months over the course of a year. When behaviour needs cannot be met an universal or targeted level and the school has followed the graduated approach, specialist advice and services can be sought from the MIST team including support at TAC meetings, therapy services and family support for boundaries.	4

<p>Highlighting the attainment and progress of disadvantaged students during our termly Pupil Progress Meetings. Clear actions are set and reviewed during the following meeting.</p>	<p>The work of Marc Rowland has highlighted the importance of analysing the data of disadvantaged students so they get a greater profile.</p> <p>https://www.amazon.co.uk/Addressing-Educational-Disadvantage-Schools-Colleges/dp/1913622452/ref=pd_lpo_1?pd_rd_i=1913622452&psc=1</p>	2
<p>Curated library</p>	<p>We want to support pupils to identify books they like and to access new genres to extend their horizons. Pupils who enjoy reading, read more and develop greater proficiency. A curated library is key to this.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p>	2,5
<p>Small group tutoring for year 6 pupils to be fully prepared for the next phase in their education.</p>		2,5

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

Budgeted cost: £ 37 000

Activity	Evidence that supports this approach	Challenge number addressed
<p>Embedding principles of good practice set out in DFE's Improving School Attendance advice implementing with a clear tiered approach being introduced to improve the attendance of our disadvantaged pupils . Use of EWO, Attendance Officer and funding to provide transport for pupils.</p>	<p>Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%. Improving 'Attendance Guidance Report' and 'Working with Parents to Support Children's Learning Guidance Report' from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>https://www.gov.uk/government/publications/schoolattendance/framework-for-securing-full-attendanceactions-for-schools-and-local-authorities</p>	1
<p>Health and Wellbeing Clubs and extracurricular subsidy for pupil premium children</p>	<p>COVID has impacted pupil fitness, impacting their health and wellbeing in turn. By improving their access to enrichment opportunities, particularly those related to sport, we aim to address this.</p>	4

	<p>We have a strong enrichment offer that utilises a range of internal and external staff/organisations. We ensure that our disadvantaged pupils have targeted access to the clubs and that cost is not a barrier.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	
OPAL and Outdoor Provision Lead	<p>There is clear research that demonstrates the impact of play on pupils' sense of wellbeing. The implementation of OPAL for play and leisure times, beach school and community classrooms will support this.</p> <p>https://www.nidirect.gov.uk/articles/howplay-helps-childrens-development</p>	1,4,5
Universal snack and breakfast club provision	<p>As a school, we provide universal snack for both KS1 and KS2. We provide a number of places in First Steps breakfast club provision to pupils deemed disadvantaged.</p>	1,4
Family support worker deployed to support vulnerable pupils	<p>We hope to offer practical and emotional support to families experiencing short or long term difficulties. Our Family Support Worker has built strong relationships with our families and provides a range of support</p> <p>https://journals.sagepub.com/doi/abs/10.1177/1367493513516391</p>	1,4
Residential trips subsidy for pupil premium children (board, transport and lodging)	<p>The importance of resilience in supporting children to address health inequalities is demonstrated in this report</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/355766/Review2_Resilience_in_schools_health_inequalities.pdf from Public Health England. We know that residential are vital in building young people's independence and in turn their resilience.</p>	5
Reading Club	<p>We aim to provide a reading club for students who struggle to read at home. We know that for certain pupils the absence of a quiet space to work at home or parents childcare commitments can prevent this happening.</p>	2,5

Total budgeted cost: £ 164 000

Part B: Review of the previous academic year

Pupil interviews suggested an improved attitude towards school with most disadvantaged pupils saying that they enjoyed school and learning and had a good group of friends. The pastoral offer will be strengthened further to support disadvantaged families.

Most also identified a wider range of strategies to support their own learning and independence. The curriculum has been reviewed to ensure it is text driven and builds wider schema. There is a clear progression of skills, knowledge and vocabulary. This review will continue across 2023 -24 to further strengthen our strategic approach.

Quality first teaching remains a priority. As identified in the strategy above, this will now move from pedagogical theory to instructional coaching and tools for implementation.

Please see below for pupil outcomes for 2022-2023.

Outcomes for disadvantaged pupils 2022-2023

EFYS	% achieving GLD	% DP achieving GLD	% SEN achieving GLD
GLD	73.33	42.86	20

	% Pass	% DP Pass	% SEN Pass
Phonics check Y1	93.88	100	78.57
Cumulative Y2	100	100	100

Year 4	% achieving 20+	% DP achieving 20+	% SEN achieving 20+
MTC	61.63	78.95	20

Attainment Summer 2023 KS1 Outcomes						
	% meeting standard	% GDS	% DP meeting standard	% DP GDS	% SEN meeting standard	% SEN GDS
Reading	65.45	21.82	55.56	11.11	36.36	18.18
Writing	52.73	10.91	44.44	11.11	27.27	0
Maths	76.36	10.91	55.56	11.11	27.27	9.09
Combined	49.09	0	33.33	0	18.18	0

Attainment Summer 2023 KS2 Outcomes						
	% meeting standard	% GDS	% DP meeting standard	% DP GDS	% SEN meeting standard	% SEN GDS
Reading	69.66	24.72	55.56	14.81	21.74	0
Writing	68.54	8.99	62.96	0	21.74	0
Maths	66.29	20.22	44.44	7.41	17.39	0
Combined	55.06	6.74	37.04	0	4.35	0

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Accelerated Reader	Renaissance Learning
TT Rockstar	Pearson
1-1 online maths tutoring	Third Space Learning
RWI	Ruth Miskin
Fresh Start	Ruth Miskin

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year
Pastoral and nurture support has been available to pupils from trained colleagues. Linking with the national Little Troopers programme. Little Troopers At School - Little Troopers
The impact of that spending on service pupil premium eligible pupils
What was the impact of that spending on service pupil premium eligible pupils? Pupils were provided with support at the time of need and this was particularly effective for those pupils whose parents have been deployed