

Pupil premium strategy statement – St Columb Major Academy 2023

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	357
Proportion (%) of pupil premium eligible pupils	32.4%
Academic year/years that our current pupil premium strategy plan covers	2023-2025
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Marie Taylor
Pupil premium lead	Marie Taylor
Governor / Trustee lead	Charlie Roose

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 152,840
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 14,355
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 167,195

Part A: Pupil premium strategy plan

Statement of intent

At St Columb Major Academy our aim is for all pupils to have equal opportunities to succeed. Our intent is for the teaching and learning to support all children to reach their full potential, regardless of socio-economic background. Our pupil premium strategy plan outlines how we aim to support children's communication and language development and social and emotional well-being to enable children to learn more and remember more, aspiring to achieve, determined to succeed. Furthermore, our strategy highlights how we plan for children to meet age related expectations across reading, writing and maths through a tiered approach. We focus on teaching, targeted academic support and wider strategies with an aim to support our children and the community, enriching cultural capital experiences and developing career aspirations, making learning real.

As a school we strive for all children to have enriched learning opportunities across a broad and balanced curriculum. As a result of high-quality teaching, we aim for our children to know more and remember more, altering long-term memory. We intend all pupils, irrespective of their background or the challenges they face, to make excellent progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, which we know are multi-faceted, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils in our school. Implicit in the intended outcomes detailed below, is the intention that all pupils' attainment will be sustained and improved, with excellent progress.

Our approach will be reactive to common challenges and individual needs, informed by our assessments. The approaches we have adopted ensure children thrive in order to reach their full potential and develop aspirations for their future lives.

To ensure they are effective we will:

- Ensure all children are experiencing high-quality teaching across the curriculum.
- Ensure all pupils, including pupil premium, are challenged and supported holistically within the school including widen of their life experiences.
- Ensure all children are given rich opportunities to develop early language and communication skills through the use of a systematic phonics programme, identified by the DfE, alongside high-quality teaching.
- Build key skills through 'the place value of punctuation. It will be planned for, discussed, developed and built upon.
- Develop mental arithmetic and recall to build mathematical confidence and in turn a deeper understanding with using and applying mathematical strategies.
- Work together with pupils and families to increase attendance and decrease persistent absence / lates.

Challenges

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

Challenge number	Detail of challenge
1	<p>Communication and Language Development</p> <p>Based on entry data, children enter the setting working below age related expectations. Ensuring children are targeted through high-quality wave one teaching, targeted interventions and speech and language therapy is key to enable all children to make progress.</p> <p>Education recovery in early years providers: spring 2022 - GOV.UK (www.gov.uk)</p> <p>Oracy Development throughout the school.</p> <p>Oracy skills are vital to success in school and in life. And yet, for many of our children, especially those growing up in poverty, opportunities to develop these vital skills are missed. We recognise that we children need to develop their ability to articulate ideas, develop understanding and engage with others through spoken language.</p>
2	<p>Reading development – Reading beyond Phonics</p> <p>Across the school, reading is a priority, with the successful implementation of the Read Write Inc programme over the last five academic years. Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>We aim to continually review and develop our phonics teaching, including the monitoring of new interventions to ensure we are in-line or above national age-related expectations for phonics.</p> <p>Following on from this we are now focussing on reading beyond synthetic phonics and beginning to build a rich reading curriculum which continues to develop fluency and comprehension. Throughout KS2 initially, we are introducing the use of whole books, both fiction and non-fiction, building a wide variety of genres year on year and which link to the wider curriculum, our school values, British Values and the Protected Characteristics. Our aim is that this will improve engagement and enjoyment of reading, support the further development of fluency and vocabulary, alongside the continued deepening of comprehension and widening of cultural capital within different contexts.</p>

3	<p>Writing development, with a specific focus on key skills</p> <p>Our data shows that attainment in writing needs accelerating in all year groups to ensure all children meet age related expectations and beyond.</p> <p>To support recovery, vocabulary and feedback strategies will be used to support high-quality wave one teaching and to close the gap.</p> <p>The T4W verbalisation of texts is a key focus to support oracy skills, widen vocabulary and develop understanding of grammar and sentence structures; this is supported by focussed and targeted learning objectives for writing and spelling aim fill any gaps identified by ongoing teacher assessment.</p>
4	<p>Social Emotional Mental Health</p> <p>We recognise that pupils SEMH can be a barrier to their learning. We need to support pupils with strategies that can improve academic attainment and enhance their motivation, as well as promote wellbeing and help prevent mental health difficulties from developing.</p> <p>We want to ensure that our school is helping pupils to build strong emotional foundations, that we all need in order to thrive and be mentally healthy.</p>
5	<p>Attendance</p> <p>Our attendance data has been an improving picture for pupils, including disadvantaged, however, we recognise during and since the pandemic, mirroring the national picture, our attendance has not yet returned to national expectations of 96%. Furthermore, the gap between persistent absence figures for disadvantaged and non-disadvantaged is noticeably different.</p> <p>https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence</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
To sustain high levels of wellbeing for all pupils in our school.	<p>Whole school TIS approach sustained to support children's emotional resilience.</p> <p>Trusted Adults throughout the school who are established to effectively support learning and monitor wellbeing in every classroom.</p>

	<p>Trauma Informed School sessions prioritised for PP pupils to enable them to cope with stress and adversity whilst managing their emotional reactions.</p> <p>Individualised planned interventions in place ensuring pupils can reach their full Potential. Draw and Talk, mental health professional sessions.</p> <p>TA support is available and offered to PP pupils with SEMH or SEND needs in order to attend enrichment opportunities.</p> <p>Sustained PSHCE curriculum offer across the school.</p>
<p>Improved oral language skills and vocabulary</p> <p>Children will be able to communicate verbally and non-verbally confidently.</p> <p>Children will be able to express their wants and needs in an appropriate way.</p> <p>Children will show secure understanding of language and communication and will be able to work in collaborative groups supporting each other making their thinking explicit through discussion.</p>	<p>Sustained attainment from 2025/2026 demonstrated this year and future years by:</p> <p>*Children leaving EYFS will meet age-related expectations for Communication and Language. Outcomes for children across all of the curriculum will reflect high quality wave one teaching that enables pupils to develop valuable language and communication skills.</p> <p>* At the end of Reception, the percentage of children at the expected level for Personal, Social and Emotional Development, communicating and managing emotions well, will be in line with the national average or higher.</p>
<p>Improved key writing skills and attainment for pupils at the end of KS2.</p>	<p>Sustained progress and attainment from 2025/26 demonstrated this year and future years by:</p> <ul style="list-style-type: none"> • the percentage of pupils attaining the expected and greater depth standards, will be in line with, or exceed, national averages for writing. • data comparisons between pupil premium pupils and their non-pupil premium peers show the same progress and high attainment.

<p>Improved key reading skills and attainment for pupils at the end of KS2</p>	<p>Sustained progress and attainment from 2025/26 demonstrated this year and future years by:</p> <ul style="list-style-type: none"> • the percentage of pupils attaining the expected and greater depth standards, will be in line with, or exceed, national averages for writing. • data comparisons between pupil premium pupils and their non-pupil premium peers show the same progress and high attainment.
<p>To achieve and sustain improved attendance for all pupils.</p>	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils, and pupil groups, being no more than national averages. • the percentage of all pupils who are persistently absent being below national averages, with support in place to reduce this for all pupils. • attendance data comparisons between disadvantaged pupils and their non-disadvantaged peers show the same progress and high attainment.

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: £82,195

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuous Professional Development to improve high quality first wave teaching and support from all staff. Fund ongoing teacher</p>	<p>The evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.</p> <p>Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	<p>All</p>

<p>training release time/overtime for support staff</p>	<p>https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes</p>	
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>https://epi.org.uk/publications-and-research/social-and-emotional-learning/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<p>4</p>
<p>Purchase of class sets of books for Post-Phonics Reading curriculum & development of new KS2 Reading curriculum. Developing the use of books across the curriculum.</p>	<p>The reading of whole books over extracts</p> <p><i>'Extracts removed from context lose so much, and severely limit the scope of the learning. To me,' Ed explains, "studying an extract without reading the book is like studying the heart without looking at the whole body.'</i> Ruth Merton</p> <p>Reading trends 2022 - Final.pdf (literacytrust.org.uk)</p> <p>The Dfe Reading Framework</p> <p>The reading framework (publishing.service.gov.uk)</p> <p>reading for pleasure.pdf (publishing.service.gov.uk)</p> <p>Christine Counsell - Why does wide reading of high-quality novels matter so much? (Part 2) (youtube.com)</p>	<p>2</p>
<p>Voice21 Oracy training for Oracy Lead & Oracy Champion – creation of actions to implement in school.</p>	<p>Oracy Across the Curriculum: The Evidence - Voice 21</p> <p><i>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions EEF (educationendowmentfoundation.org.uk)</i></p>	<p>1, 2, 3</p>

<p>Staff CPD for Writing Skills & Strategies</p> <p>*T4W</p> <p>*modelled writing</p>	<p>Talk-for-Writing-Review-of-related-research.pdf (talk4writing.com)</p> <p>Vanessa Morley (Trust English Lead) - research project found that modelling writing sentence by sentence improved outcomes for writing.</p>	<p>3</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>RWI Fast Track 1:1 tutoring EYFS & KS1</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling.</p> <p>EEF recommends</p> <p>Using one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy.</p>	<p>2</p>
<p>Forest School – small group sessions</p>	<p>The benefits of Forest School Plymouth Marjon University</p> <p><i>There is a long held belief among many educationalists that nature is good for children but more recently robust research has evidenced the outcomes. Analysis of hundreds of outdoor studies show that experiences in nature improve academic learning, personal development and environmental stewardship. The evidence further suggests that this boost in learning is achieved through providing a more supportive context:</i></p> <p>Forest School for Wellbeing (ncl.ac.uk)</p>	<p>1, 4</p>
<p>Reading – targeted individual support</p>	<p><i>‘Pupils who fail to learn to read early on start to dislike reading. The guidance emphasises that pupils need to keep up with their peers rather than be helped to catch up later, at a point when learning in the wider curriculum depends so much on literacy. Where pupils make insufficient progress, extra efforts should be made to provide them with extra practice and support from the beginning.’</i></p> <p>The reading framework (publishing.service.gov.uk)</p>	<p>2</p>

	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	
Writing Y6 – Targeted intervention and additional support	<p>Use high quality assessment and diagnosis to target and adapt teaching to pupils’ needs. Rapid provision of support is important, but it is critical to ensure it is the right support.</p> <p>There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The first step should be to accurately diagnose capabilities and difficulties in order to match pupils to appropriate, evidence informed interventions that target specific areas of difficulty</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	3


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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of the school minibus to pick up pupils in the mornings.	<p>Improving attendance percentages since introduction of the minibus pick-ups with reduced lost minutes of learning.</p> <p>Working together to improve school attendance (publishing.service.gov.uk)</p>	5
PSA Support Provides and facilitates a range of services to support families. Using a variety of ways to	<p>Working with parents & pupils</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>The Sutton Trust / Education Endowment Foundation's Teaching and Learning Toolkit finds that parental involvement is consistently associated with pupils’ success at school.</p> <p>There has been strong evidence on the importance of the home learning environment in determining educational and social outcomes.</p> <p>Sutton Trust: Parental engagement +3 months</p>	4

<p>communicate with parents to close the 'gap' between parents and the school. This is a multi-media approach using texts, letters, book creator newsletters, social media and information videos to inform parents about what is happening in school.</p>	<p>Students aspirations, expectations and school achievement Engaging with parents and staff to raise aspirations for all pupil</p>	
<p>Social and Emotional Support Pupils will be supported across the school using a whole school Trauma Informed (TIS) Approach (Whole school staff training, including individual practitioners). Whole class provision maps will be</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social and Emotional Learning can lead to learning gains of +4 months over the course of a year. (EEF 2020) TIS is recognised as an effective approach supporting emotional resilience. Sutton Trust: Behaviour Interventions +3 months Sutton Trust: Social and emotional learning +4 month</p>	<p>4</p>

<p>in place to outline support for all children's social and emotional development.</p> <p>Educational Psychologist, and TIS trained staff will help support pupils and staff individually, as required, to ensure that individual pupil need is met.</p> <p>Pupils will have access to resources and specialised activities to enable them to access quality wave one teaching</p>		
<p>Breakfast Club & After School Club Provision</p>	<p>Parent feedback is that this provision has helped with school engagement and wellbeing.</p> <p>Provides an opportunity for pupils and staff to eat breakfast, in a stimulating environment.</p> <p>It has a positive effect on pupils' concentration and performance throughout the day.</p> <p>It engages pupils in making healthier choices about their diet by providing them with encouragement and knowledge.</p> <p>https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</p>	<p>4,5</p>
<p>Draw and Talk</p>	<p>https://drawingandtalking.com/</p>	<p>4</p>

<p>Supporting children's emotional wellbeing through the Draw and Talk strategy with caring, empathetic adults</p>	<p>Drawing and Talking Therapy is the number one alternative to CBT and direct talking therapies, that can often be confronting or limiting in the processing of pain or trauma. As an attachment-based therapeutic intervention, Drawing and Talking Therapy is designed to complement CAMHS and other specialist therapies.</p> <p>Drawing and Talking allows individuals to discover and communicate emotions through a non-directed technique, setting it apart from existing solution-focused and cognitive-based therapies and interventions.</p>																					
<p>Cultural Capital and widening opportunities for activities out of school such as residential, visits and activities within the school curriculum.</p>	<p><i>"The essential knowledge that children need to be educated citizens."</i> (Ofsted EY Inspection Handbook).</p> <p><i>"Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education."</i> (DfE, Early Years Inspection Handbook)</p> <p>The EEF evaluates the effectiveness of different approaches linked to cultural capital:</p>  <p>The chart shows the following data:</p> <table border="1"> <thead> <tr> <th>Activity</th> <th>Impact</th> <th>Cost</th> <th>Evidence</th> </tr> </thead> <tbody> <tr> <td>Arts Participation</td> <td>+2</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Homework (Primary)</td> <td>+2</td> <td>Very Low</td> <td>Moderate</td> </tr> <tr> <td>Sports Participation</td> <td>+2</td> <td>Moderate</td> <td>Limited</td> </tr> <tr> <td>Outdoor Adventure</td> <td>+4</td> <td>Moderate</td> <td>Limited</td> </tr> </tbody> </table>	Activity	Impact	Cost	Evidence	Arts Participation	+2	Low	Moderate	Homework (Primary)	+2	Very Low	Moderate	Sports Participation	+2	Moderate	Limited	Outdoor Adventure	+4	Moderate	Limited	<p>1, 4</p>
Activity	Impact	Cost	Evidence																			
Arts Participation	+2	Low	Moderate																			
Homework (Primary)	+2	Very Low	Moderate																			
Sports Participation	+2	Moderate	Limited																			
Outdoor Adventure	+4	Moderate	Limited																			

Total budgeted cost: £167, 195

Part B: Review of the previous academic year Outcomes for disadvantaged pupils

*KS2 SATs

Reading – PP 35% & Cohort 63%

Writing – PP 29% & Cohort 58%

Maths – PP 29% & Cohort 60%

Combined – PP 24% & Cohort 54%

*Our internal summative assessment outcomes show a significant gap between Pupil Premium outcomes and those of the year group cohort. There are some exceptions such as Y1 Maths and Y4 Reading where the outcomes are in line. Maths outcomes are generally higher than English outcomes, with Reading being more positive than Writing. This continues to be a priority.

EYFS GLD: PP 56% at & cohort 72%

Year 1: Reading: PP 38% & Cohort 64% / Writing: PP 25% & cohort 51% / Maths: PP 75% & cohort 73%

Year 2: Reading: PP 38% & Cohort 63% / Writing: PP 25% & cohort 52% / Maths: PP 50% & cohort 74%

Year 3: Reading: PP 44% & Cohort 58% / Writing: PP 33% & cohort 38% / Maths: PP 44% & cohort 64%

Year 4: Reading: PP 71% & Cohort 71% / Writing: PP 18% & cohort 39% / Maths: PP 53% & cohort 63%

Year 5: Reading: PP 19% & Cohort 55% / Writing: PP 13% & cohort 38% / Maths: PP 31% & cohort 59%

*Our robust and shared attendance strategy has been fully implemented and this has positively impacted pupils' attendance. For our pupil premium children their attendance at school has improved and persistent absence has reduced. The school has an improved positive relationship with parents in regard to attendance. The school minibus has continued to be used to collect targeted pupils before school. This has significantly improved attendance percentages and reduced minutes loss of learning.

*Oracy CPD delivered to staff – this has increased staff confidence and understanding. Staff planning for asking and answering questions has improved pupils' oracy skills.

*We have been securing our broad and balanced curriculum. We have reviewed sequences and progression resulting in the curriculum being engaging and ensuring that gaps in learning are addressed. This means that pupils are more confident in all curriculum subjects as they are able to keep up with learning as it is scaffolded by the adapted learning. Staff CPD in assessment check points and hinge questions have supported their assessment and planning in the moment, enabling teachers to plan effectively for pupils' specific needs, ensuring pupils have a solid understanding before moving on.

*We have embedded the gradual release of responsibility supporting our pupils to feel

more empowered and supported with their learning resulting in them feeling and experience more success and independence due to the scaffolded approach.

*We have strengthened our reading for pleasure ethos by continuing to have daily reading by class teachers, informal book talks and reading ambassadors. Reading ambassadors have been introduced to strengthen the pupil voice and interest in books. We are ensuring all children have access to high quality books, oral storytelling and develop a love of reading.

*Additional, targeted phonic teaching sessions have been delivered through out EYFS and KS1. This has resulted in 8 out of 9 PP pupils (90%) achieving and passing the screening check enabling them to successfully access the ongoing reading curriculum.

*MyConcern is well embedded in school culture now and is used to analyse behaviour/safeguarding trends in individual, year group and key stages. Staff act quickly on concerns and the safeguarding team liaises with other agencies regularly. As a result of this analysis, we have made over 80 referrals to support vulnerable families and pupils. DSL meetings are robust and ensure that all pupils continue to be safe in school.

*Rocksteady: Some pupils have been subsidised to attend Rocksteady sessions each week. Pupils have really gained in confidence and their self-esteem has improved. For some pupils, this helped supported their engagement with all areas of the curriculum.

*Educational visits and clubs:

- Children were excited about to try new opportunities and learn about places in the UK

e.g. London trip for year 6, Bath for Y4 and Bristol for Y5.

- Places on residential subsidised to enable as many pupils to take part as possible.
- All PP children in year 6 have participated in a sports festival.
- Residential have provided pupils opportunities to try new sports and activities like coasteering, watersports, rugby festival at the Cornish Pirates.
- An improved uptake for after-school clubs following targeted places organised by the admin team.

*This has raised the self-esteem and cultural capital of disadvantaged pupils by giving them new experiences.

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
Third Space Maths 1:1 tutoring	Third Space (DfE approved)
Accelerated Reader	Renaissance Learning

RWI School Portal	Ruth Miskin Training
Times Table Rock Stars	Maths Circle Ltd

Service pupil premium funding (optional)

<p><i>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</i></p>
<p>Funding was used to provide:</p> <p>Music Tuition</p> <p>Funding for residentials</p> <p>Access to high quality first teaching/CPD for teachers.</p> <p>Pastoral support available to pupils from trained colleagues as a Trauma Informed School.</p>
<p>The impact of that spending on service pupil premium eligible pupils</p>
<p>Service children were fully included in all provision and benefitted from being a prime group that were served by in school provision during the school closure period.</p> <p>Pupils were provided with support at the time of need. A clear impact is how well our teachers know their children leading to quick intervention.</p>