Pupil premium strategy statement

This statement details our school's use of pupil 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 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	816
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers	23/24, 24/25, 25/26, 26/27
Date this statement was published	December 2023
Date on which it will be reviewed	September 2027
Statement authorised by	Mr D Evans
Pupil premium lead	Mr A Watson
Governor / Trustee lead	Toyin Ola-Adams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£215,600
Recovery premium funding allocation this academic year	£0
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	£215,600

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Part A: Pupil premium strategy plan

Statement of intent

St. Columba's 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 form 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)

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 (https://assets.publishing.service.gov.uk/media/68e661e3dadf7616351e4f5b/Using_pupil_premium_guidance.pdf).

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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
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 more barriers to their progress compared to their peers: • 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 from key stages of education due to COVID-19 pandemic

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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.	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) 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.

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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: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that all PP pupils experience high quality teaching, through: • Staff CPD and INSET • Teaching and Learning Policy that includes EEF strategies • Lesson observations and coaching • High Expectations	Improving the quality of teaching, is the most effective way to improve outcomes for our disadvantaged pupils (and all our pupils) Using pupil premium: guidance for school leaders - GOV.UK (www.gov.uk) EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://assets.publishing.service.gov.uk/media/68e661e3dadf7616351e4f5b/Using_pupil_premium_guidance.pdf The EEF Guide to the Pupil Premium | EEF	1,2 5 and 6

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

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Budgeted cost: £115,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group GCSE form time intervention sessions for all core subjects Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind (Online one to six tuition)	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. Small group tuition | EEF (educationendowmentfoundation.org.uk) Online tutoring for pupils whose education has been most impacted by the pandemic, for specific pupils. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,2 and 5
Provision of resources through PP fund that every department has a part of their Capitation (+15%)	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.	3
Specialist Staff to provide specialist support in several areas (Attendance, Punctuality, Behaviour, SEN, etc.). This would help diminish the difference between PP pupils and their peers in these areas.	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. 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. Behaviour interventions | EEF (educationendowmentfoundation.org.uk) Some PP pupils are also SEN, so they need Teaching assistant support which can have positive outcomes if	2,3,4,5, and 6

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	used properly for individual support of pupils or support of small groups Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)	
Higher levels of progress in Literacy for year 7 and 8 pupils	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. Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk) 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	1,2 and 3

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Every pupil premium child is known by all his teachers and interventions and support are allocated to these pupils where necessary	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	2, 4 and 5

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	negative) and Homework encourages parental engagement. Teachers compile 'Knowing my class' sheets with information about PP students in their class and Strategies to enable their progress. New EEF guidance report published: 'Using Digital Technology to… | EEF (educationendowmentfoundation.org.uk) Using Digital Technology to Improve Learning | EEF (educationendowmentfoundation.org.uk) Parental engagement | EEF (educationendowmentfoundation.org.uk) 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. Fixed agenda items for HOD's, HOY's, Line management meetings 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.	
Increased participation of PP parents at school events (greater parental engagement)	Research from the EEF and other research bodies has suggested that the involvement of parents can help improve the outcomes of PP students. We are now using Schools Cloud to enable us to perform Parent Teacher events safely and online during the ongoing pandemic. Parental engagement | EEF (educationendowmentfoundation.org.uk)	4

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Use of Digital Technology to help learning Seneca Premium Sparx Educake ClassCharts SIMS App Doddle Learn	Use of these programs to facilitate learning in lessons and for revision and homework. Strong research base from EEF. Using Digital Technology to Improve Learning | EEF (educationendowmentfoundation.org.uk)	1, 3 and 4
Careers Advisor (Years 10 and 11) to provide Careers and Post 16 advice earlier to PP students	Career adviser (1 day a week) Post 16 Evening, GCSE Exam success evening SYM873648_Careers-Education-Infographic (d2tic4wvo1iusb.cloudfront.net)	2, 4 and 5
Combined Hardship Fund to assist any unplanned interventions (trips, equipment, etc.)	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)	2, 3 and 5
Counselling Service: (Place2Be)	Counselling service for identified students and parents	2, 4 and 5

Total budgeted cost: £215,600

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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 2025 to 2026 academic year.

Pupil Premium students moved from 35 A8 in 2024 to 43 A8 in 2026. Therefore, this is an improvement of a whole grade on average for the A8 measure for our PP students. In addition, English and Maths 5+ is 49%.

Last Year, all PP students in Year 11 received online tuition in English and Maths through Capital Tuition Group. This company uses trained teachers in groups of 1:6 in line with the EEF guidance (The EEF Guide to the Pupil Premium | EEF).. In addition, we heavily invested in staff CPD with a great focus on inclusion and PP using the EEF guidance to support the implementation of school approaches to closing the gap in this area. We refocused on the 'menu of approaches' from the DFE which is endorsed by the EEF (https://assets.publishing.service.gov.uk/media/68e661e3dadf7616351e4f5b/Using_pupil_premium_guidance.pdf). We understood that 'High-qualify teaching' is the best tool at our disposal to ensure our PP students achieve the best outcomes. The quality of teaching and learning was highlighted in our Ofsted report.

This year, we plan again for all PP students in Year 11 to receive online tuition in English and Maths after school whilst focusing on delivering 'High-Quality Teaching' to all students in our school.

Therefore, as a school we believe that plans outlined in this statement will hopefully provide the support needed for all our boys to make progress after the various disruptions and fallout caused to their education.

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