

Illogan School

Pupil premium strategy statement 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils **and is an updated version of the statement produced for the academic year 2021-22 (updates shown in red)**

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	Illogan School
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	19.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 22 2022 – 23 2023 - 24
Date this statement was published	October 2021 Updated Nov 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Cathryn Andrews
Pupil premium lead	Tamsin Lamb
Governor / Trustee lead	Karen Brokenshire

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,095
Recovery premium funding allocation this academic year	£8410
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	£ 73505

Part A: Pupil premium strategy plan

Statement of intent

The primary focus is to increase the number of children achieving age related expectations in reading (including phonics), writing and maths – accelerating the progress of disadvantaged pupils to significantly close the gap between disadvantaged pupils and non disadvantaged Nationally.

In order to achieve this there will be a focus on securing high attendance of all pupils, particularly those who are disadvantaged, explicitly teaching behaviour for learning alongside subject content and using assessment for learning strategies to adapt and target provision to meet the needs of individuals or groups.

Key principles:

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We have high expectations of all pupils and help them to have high expectations of themselves
- Our curriculum is being developed to secure sequential learning through small steps of learning, opportunities to develop cultural capital are built into the curriculum at all levels
- Spending is prioritised based on rigorous analysis of need both in terms of staff professional development and focussed pupil intervention.

Challenges

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

Challenge number	Detail of challenge
1	Under achievement of pupils in reading, writing and maths. <i>Outcomes for KS2 at the end of the 21/22 academic year show that the attainment gap remains a significant issue. The gap at the end of KS1 is also a concern.</i>
2	Behaviour for learning including resilience to challenge and intrinsic motivation to learn
3	Lower range of vocabulary across the curriculum
4	Personal and social and emotional development of pupils, particularly resulting from reduced social interaction over the pandemic. The younger children in the school have been particularly impacted by this.
5	Attendance of disadvantaged pupils

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 curriculum design and delivery ensures high quality education and attainment for all pupils.	<p>Pupils eligible for pupil premium attain in line with non-pupil premium pupils nationally.</p> <p>There is no attainment gap between groups of pupils at Illogan School.</p> <p>The curriculum develops Cultural capital for all pupils, including those who are SEND or disadvantaged.</p>
Behaviour for learning is taught within the daily curriculum.	<p>Pupils have a range of skills and strategies which enable them to be resilient to set backs, enjoy challenge and problem solving and demonstrate an intrinsic motivation to succeed.</p> <p>Pupils are curious about the world around them, they ask and answer questions and are able to think critically.</p> <p><i>The school's culture and associated shared language that exemplifies the expectation for learning is embedded and utilised by children and staff</i></p>
The curriculum develops pupil vocabulary through deliberate teaching alongside incidental opportunities.	<p>In written and spoken language communicate highly effectively use a wide variety of age appropriate vocabulary.</p> <p>In all areas of the curriculum pupils learn and use technical vocabulary (tier 3) with confidence.</p>
Social interaction	<p>Pupils embrace the school culture, understanding their role in the school and local community and demonstrating a commitment to inclusion.</p> <p>Pupils challenge inequality, understand the need for equity and people to be treated differently to achieve this. Pupils are confident to challenge discrimination appropriately.</p>
Attendance	<p>Pupils attend school regularly with the school average attendance exceeding 96%.</p> <p>There is no difference between the attendance of disadvantaged pupils or those with SEND and their peers.</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. 60242.04

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £41,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPPD – Instructional coaching approach and introduction of deliberate practice for teachers 2022-23 Further development of the approach to CPPD to ensure embedding and individualisation of the incremental coaching process	What is instructional coaching? - Teacher Development Trust (tdtrust.org) Blog – Sam Sims Quantitative Education Research Sims et al 2021 – What are the characteristics of teacher professional development that increase pupil achievement – a systematic review and meta analysis (EEF) emphasises that the more individual and focussed the target setting and development can be, the bigger the impact will be on pupil progress	1,2,3
Revised curriculum – introduction of Cornerstones Work to ensure that the absolute core learning is identified for all areas of learning (within the defined curriculum framework)	Ofsted research focussed on impact of a carefully sequenced and structured curriculum.	1,2,3
Training for all staff in quality first teaching approaches with subject specific focus. Targeted input from subject leads to develop quality first teaching further	EEF – Feedback- Very high impact for very low cost based on extensive evidence	1,2,3
Training for all staff on metacognition and self-regulation strategies. Development of 'LOCK' cards that capture core learning to be used in retention and retrieval	EEF - Very high impact for very low cost based on extensive evidence	2

activities for core knowledge		
Engagement with Cornwall Maths Hub to train subject leader and lead development across the school	NCTEM led training	1,3
SLA with Cornwall English Hub to provide support and training for phonics leader and purchase of RWI online resource and training subscriptions. Ongoing focus – new phonics lead from Sept 2022	EEF - Phonics High impact for very low cost based on very extensive evidence	1,3
Senior mental health lead training	National initiative	2, 4
Engagement with Trust strategy to support year 3 children (identified as most disadvantaged from the pandemic) utilising 'Culture of the Heart' resources	EEF – Feedback- Very high impact for very low cost based on extensive evidence	1,3 4

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

Budgeted cost: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group tutoring Continued – targeted approach to ensure highest impact for highlighted groups / individuals	NTP EEF – High impact for moderate cost based on moderate evidence.	1,2,3

Early morning reading <i>Intervention effective. Continued approach, regular review of impact and change of children in groups</i>	EEF - Reading comprehension strategies Very high impact for very low cost based on extensive evidence	1,2,5
Phonics top up <i>Ongoing</i>	EEF - Phonics High impact for very low cost based on very extensive evidence	1
NELI in EYFS and Year 1 <i>Ongoing</i>	EEF - Oral language interventions Very high impact for very low cost based on extensive evidence	1, 3

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

Budgeted cost: £12,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>EWO support – additional hours to create a systematic approach</i> <i>Change to EWO support package from County.</i> <i>Utilisation of funds to support participation in Trust attendance strategy development</i>	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	5
<i>TIS 1:1 and small group support</i> <i>Continued</i>	Trauma Informed Schools UK	4,5
<i>Use of parents evening booking and virtual meeting system to enhance parental engagement.</i> <i>Utilisation of system where appropriate and effective along</i>	EEF - Parental engagement Moderate impact for very low cost based on extensive evidence	2,4,5

with face to face meetings		
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Total budgeted cost: £ 89,770

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

See the reviewed 21-22 document for the impact that our pupil premium activity had on pupils in the 2021-2022 academic year.