

Illogan School 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	Illogan School
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	20.2%
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
Date on which it will be reviewed	May 2022
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	£ 75 285
Recovery premium funding allocation this academic year	£ 8 410 + £ £6,075 NTP
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	£ 1,065,004

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.
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
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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>
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: £46,475

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact (Spring '22)	Impact (Summer'22)
CPPD – Instructional coaching approach and introduction of deliberate practice for teachers	What is instructional coaching? - Teacher Development Trust (tdtrust.org) Blog – Sam Sims Quantitative Education Research	1,2,3	JB accessing Assessor, coach apprenticeship training (National College of Education) Coaches have supported subject leaders to develop in their role and support staff in curriculum development	JB continues to access Coach apprenticeship training (National College of Education). Coaching – linked to appraisal targets linked to Crofty building blocks. JB/TL have worked closely with ECT (year 2) to develop subject leadership.
Revised curriculum – introduction of Cornerstones	Ofsted research focussed on impact of a carefully sequenced and structured curriculum.	1,2,3	Cornerstones curriculum has been introduced and has ensured curriculum coverage and retrieval. MTP's have been completed in conjunction with this for each subject area (to include EYFS). Cards created for key knowledge in History and Geography. Subject leaders are clear on curriculum intent and impact.	Staff have accessed further curriculum training and leaders attended Cornerstones training day. EYFS lead will work closely with Cornerstones expert to further develop implementation in KS1.
Training for all staff in quality first teaching approaches with subject specific focus.	EEF – Feedback- Very high impact for very low cost based on extensive evidence	1,2,3	Monday teacher training has focused on: <ul style="list-style-type: none"> Questioning Feedback Clarity of WALT Lesson structure And other aspects of Quality first Teaching.	Monday sessions have focused on <ul style="list-style-type: none"> Classroom environment Feedback Presentation Behaviour and conduct

			<p>This has made a big impact on staff confidence and understanding of the role of subject leadership.(See SILC+ document). This will continue this term.</p>	<p>Learning environment has made a big impact on expectations and atmosphere of the school.</p> <p>New policy for behaviour has been well received by students and teachers.</p>
<p>Training for all staff on metacognition and self-regulation strategies.</p>	<p>EEF - Very high impact for very low cost based on extensive evidence</p>	<p>2</p>	<p>Staff meeting in September looking at EEF resources and in January exploring learning behaviour. Teachers analysis of their class enabled them to target teaching in the development of behaviour for learning alongside subject content. Key principles of behaviour for learning have been written into the Teaching and Learning Policy.</p>	
<p>Engagement with Cornwall Maths Hub to train subject leader and lead development across the school</p>	<p>NCTEM led training</p>	<p>1,3</p>	<p>Subject lead has engaged with Cornwall Maths hub and implemented the following initiatives as a result:</p> <ul style="list-style-type: none"> • Staff meetings in order to share resources (this has led to significant upskilling of ECTs). • Sharing '5 Big Ideas of Mastery' with a focus on coherence and fluency. • Deepened understanding of the theory of teaching maths. Particularly in regards to supporting bottom 20% 	<p>Subject lead has engaged with Cornwall Maths hub and implemented the following initiatives as a result:</p> <ul style="list-style-type: none"> • Staff meetings in order to share resources (this has led to significant upskilling of ECTs). • Sharing '5 Big Ideas of Mastery' with a focus on coherence and fluency. <p>Deepened understanding of the theory of teaching maths. Particularly in regards to supporting bottom 20% through mastery approach.</p>

			through mastery approach.	
SLA with Cornwall English Hub to provide support and training for phonics leader and purchase of RWI online resource and training subscriptions.	EEF - Phonics High impact for very low cost based on very extensive evidence	1,3	Regular engagement through RWI development days and the purchase of new resources have helped to improve the practise of RWI leaders and upskill RWI leader to continue to drive improvement.	Regular contact with RWI development has ensured practice continues to improve. Dedicated coaching and individual feedback has been well-received by staff. New resources recommended and purchased.
Senior mental health lead training	National initiative	2, 4	DA is currently attending the training and is working with the wellbeing team to create an action plan using the 'Whole School Approach'.	Whole School approach is understood by all staff and links have been made with many external agencies. School has purchased 'Zones of Regulation' materials and texts linked to this to further develop in this area.

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

Budgeted cost: £22,345

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact (Spring '22)	Impact (Summer '22)
1:1 and small group tutoring	NTP EEF – High impact for moderate cost based on moderate evidence.	1,2,3	Small catch-up groups are identified in Years 5&6 in the afternoons with an additional qualified teacher.. NTP – for all of Year 6 and selected children in Year 5.	Small catch-up groups are identified in Years 5&6 in the afternoons with an additional qualified teacher.. NTP – for all of Year 6 and selected children in Year 5.

			<p>'Phonics Angels' in Year 1</p> <p>Reading groups in years 3 and 4.</p> <p>Catch-up maths groups in Years 3&4.</p> <p>Fresh Start Phonics group in Key Stage 2</p>	<p>'Phonics Angels' in Year 1</p> <p>Reading groups in years 3 and 4.</p> <p>Catch-up maths groups in Years 3&4.</p> <p>Fresh Start Phonics group in Key Stage 2</p>
Early morning reading	<p>EEF - Reading comprehension strategies</p> <p>Very high impact for very low cost based on extensive evidence</p>	1,2,5	<p>Small groups have been identified for TA and teacher support.</p> <p>Children have been identified for small group and 1:1 support throughout the school.</p> <p>Sessions are timetabled every morning before the start of lessons.</p>	<p>After assessment, a more focused approach around fluency was introduced in order to boost progress further.</p>
Phonics top up	<p>EEF - Phonics</p> <p>High impact for very low cost based on very extensive evidence</p>	1	<p>Phonics Angels have identified children at risk of falling behind.</p> <p>These children received small group or 1:1 tuition in identified phonics skills.</p>	<p>Phonics Angels have identified children at risk of falling behind.</p> <p>These children received small group or 1:1 tuition in identified phonics skills.</p> <p>80% of Year 1 children passed the phonic screening test. Many children paired with a Phonics angel made accelerated progress.</p>
NELI in EYFS and Year 1	<p>EEF - Oral language interventions</p> <p>Very high impact for very low cost based on extensive evidence</p>	1, 3	<p>Neli group identified in EYFS. Intervention group happening daily with trained TA.</p>	<p>Neli group identified in EYFS. Intervention group happening daily with trained TA.</p>

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

Budgeted cost: £20,950

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact (Spring '22)	
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<i>EWO support – additional hours to create a systematic approach</i>	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	5	School works in partnership with EWO to discuss issues of attendance, target PA children and in partnership with school attendance champion created a systematic approach.	
<i>TIS 1:1 and small group support</i>	Trauma Informed Schools UK	4,5	HLTA does 2 TIS afternoons with selected pupils across the school. Learning Mentor is in the process of getting trained to target more pupils.	HLTA does 2 TIS afternoons with selected pupils across the school. Learning Mentor continues to access TIS training as well as art therapy and establishing external links.
<i>Use of parents evening booking and virtual meeting system to enhance parental engagement.</i>	EEF - Parental engagement Moderate impact for very low cost based on extensive evidence	2,4,5	This enhanced parental engagement and ensured that useful discussions took place around pupil engagement.	Summer term meetings were offered face to face or via telephone conversation. Up take was high.

Total budgeted cost: £ 89,770

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes