# 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**

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| **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 – 222022 – 232023 - 24 |
| Date this statement was published | October 2021Updated Nov 2022March 2023 updates  |
| 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**

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| **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 pro- fessional development and focussed pupil intervention.

**Challenges**

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

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| **Challenge number** | **Detail of challenge** |
| 1 | Under achievement of pupils in reading, writing and maths.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. |
| 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.

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

**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*

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| CPPD – Instructional coaching approach and introduction of deliberate practice for teachers2022-23Further development of the approach to CPPD to ensure embedding and individualisation of the incremental coaching process.Walk Thru materials used to support whole school development. Incremental coaching discussions for individuals linked to this.  | [What is instructional coaching? -](https://tdtrust.org/2018/11/04/what-is-instructional-coaching/#%3A~%3Atext%3DDefinition%20%E2%80%93%20Instructional%20Coaching%20Put%20simply%20%E2%80%93%20instructional%2Cteaching%20practices%2C%20and%20to%20provide%20feedback%20on%20performance) [Teacher Development Trust](https://tdtrust.org/2018/11/04/what-is-instructional-coaching/#%3A~%3Atext%3DDefinition%20%E2%80%93%20Instructional%20Coaching%20Put%20simply%20%E2%80%93%20instructional%2Cteaching%20practices%2C%20and%20to%20provide%20feedback%20on%20performance) [(tdtrust.org)](https://tdtrust.org/2018/11/04/what-is-instructional-coaching/#%3A~%3Atext%3DDefinition%20%E2%80%93%20Instructional%20Coaching%20Put%20simply%20%E2%80%93%20instructional%2Cteaching%20practices%2C%20and%20to%20provide%20feedback%20on%20performance)[Blog – Sam Sims Quantitative](https://samsims.education/blog-2/) [Education Research](https://samsims.education/blog-2/)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 CornerstonesWork to ensure that the absolute core learning is identified for all areas of learning (within the defined curriculum framework).Ongoing embedding on Cornerstones Curriculum. Heartbeats (core learning) have been introduced for Science, History, Geography and Art.  | 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. Ongoing. Monitoring and coaching identifies training needs.  | 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 inretention and retrieval | EEF - Very high impact for very low cost based on extensive evidence | 2 |

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| activities for core knowledge.Heartbeats for Science, History, Geography and Art that capture core learning to be used inretention and retrieval are being embedded.  |  |  |
| 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 2022Phonics leader/school staff working with RWI Consultant. | EEF - PhonicsHigh 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.Ongoing.  | 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*

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

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| Early morning readingIntervention effective. Continued approach, regular review of impact and change of children in groups. Ongoing – groups regularly reviewed.  | EEF - Reading comprehension strategiesVery high impact for very low cost based on extensive evidence | 1,2,5 |
| Phonics top up OngoingContinuing (as needed)  | EEF - PhonicsHigh impact for very low cost based on very extensive evidence | 1 |
| NELI in EYFS and Year 1OngoingContinuing (as needed). Screening of all children in year R for speech and language at start of academic year. Associated actions and support in place.  | EEF - Oral language interventionsVery 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*

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| *EWO support – additional hours to create a systematic approach*Change to EWO support package from County.Utilisation of funds to support participation in Trust attendance strategy development. New Attendance Leader. Ongoing. Re-start of attendance clinics with EWO.  | [https://www.gov.uk/government/publications/school-](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) [attendance/framework-for-securing-full-attendance-](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) [actions-for-schools-and-local-authorities](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) | 5 |
| *TIS 1:1 and small group support*ContinuedOngoing (as needed)  | [Trauma Informed Schools UK](https://www.traumainformedschools.co.uk/#%3A~%3Atext%3DTRAUMA%20INFORMED%20SCHOOLS%20UK%20%28TISUK%29%3A%20KEY%20CREDENTIALS%201%2Cincluding%20members%20of%20the%20...%20More%20items...%20) | 4,5 |
| *Use of parents evening booking and virtual meeting system to enhance parental engagement.*Utilisation of system whereappropriate and effective along | EEF - Parental engagementModerate impact for very low cost based on extensive evidence | 2,4,5 |

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| with face to face meetings. |  |  |

**Total budgeted cost: £** *89,770*

**Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| **Programme**  | **Provider**  |
| Accelerated Reader  | Renaissance Learning  |
| TT Rock Stars  | Maths Circle  |
| Maths Whizz | Whizz Education  |
| Read Write Inc  | Ruth Miskin Literacy  |
| Cornerstones  | Cornerstones Education  |

# 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.