

Illogan School

Pupil premium strategy statement 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 2022-23 \(updates shown in blue\)](#) [and 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	204
Proportion (%) of pupil premium eligible pupils	22%
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 November 2022 Updated November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Nic Furnish
Pupil premium lead	Lucy Wandless
Governor / Trustee lead	Jo Stoddern/

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,091
Recovery premium funding allocation this academic year	£6,670
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	£73,761

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 focused 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. 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. Although data for Pupil Premium Children has improved the gap remains at KS1 and KS2.
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
<p>The curriculum design and delivery ensures high quality education and attainment for all pupils.</p>	<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>
<p>Behaviour for learning is taught within the daily curriculum.</p>	<p>Pupils have a range of skills and strategies which enable them to be resilient to setbacks, 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>The school's culture and associated shared language that exemplifies the expectation for learning is embedded and utilised by children and staff.</p> <p>The Illogan Heart and associated affirmations and the Zones of Regulations are embedded and utilised by children and staff. There is a shared language that is consistently used. This is reflected in the new school Behaviour policy.</p>
<p>The curriculum develops pupil vocabulary through deliberate teaching alongside incidental opportunities.</p>	<p>In written and spoken language pupils communicate highly effectively using 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>
<p>Social interaction</p>	<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. 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>
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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. 60242.04

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £41,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPPD – Instructional coaching approach and introduction of deliberate practice for teachers</p> <p>2022-23</p> <p>Further development of the approach to CPPD to ensure embedding and individualisation of the incremental coaching process.</p> <p>Continue to develop the professional development programme through using Teaching WalkThrus.</p>	<p>What is instructional coaching? - Teacher Development Trust (tdtrust.org)</p> <p>Blog – Sam Sims Quantitative Education Research</p> <p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1,2,3</p>
<p>Revised curriculum – introduction of Cornerstones</p> <p>Work to ensure that the absolute core learning is identified for all areas of learning (within the defined curriculum framework).</p> <p>'Heartbeats of learning' are embedded as a method for retention and recall of core information.</p> <p>An agreed process for key retrieval approaches/ assessment points is in place.</p>	<p>Ofsted research focused on impact of a carefully sequenced and structured curriculum.</p>	<p>1,2,3</p>

<p>Training for all staff in quality first teaching approaches with subject specific focus.</p> <p>Targeted input from subject leads to develop quality first teaching further.</p> <p>Use of WalkThru materials as a strategy for ensuring quality first teaching and inclusive classrooms.</p>	<p>EEF –</p> <p>Feedback- Very high impact for very low cost based on extensive evidence.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1,2,3</p>
<p>Training for all staff on metacognition and self-regulation strategies.</p> <p>Development of 'Heartbeats' that capture core learning to be used in retention and retrieval</p>	<p>EEF - Very high impact for very low cost based on extensive evidence</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>2</p>
<p>activities for core knowledge (History, Geography, Science and Art)</p> <p>Further development of Heartbeats (Religious Education, Design Technology, Music and Computing)</p>		
<p>Engagement with Cornwall Maths Hub to train subject leader and lead development across the school.</p> <p>Maths Subject Leader continuing to engage with Maths Hub</p>	<p>NCTEM led training</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	<p>1,3</p>
<p>SLA with Cornwall English Hub to provide support and training for phonics leader and purchase of RWI online resource and training subscriptions.</p> <p>Ongoing focus – new phonics lead from Sept 2022</p> <p>Ongoing. In addition, engagement with RWI Development Days –</p>	<p>EEF - Phonics</p> <p>High impact for very low cost based on very extensive evidence</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1,3</p>

working with a RWI		
Senior mental health lead training A second member of staff to complete the Senior Mental Health Lead training.	National initiative https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	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 Continued targeted 1:1 and small group tutoring to ensure highest impact	NTP EEF – High impact for moderate cost based on moderate evidence. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3
Early morning reading Intervention effective. Continued approach, regular review of impact and change of children in groups	EEF - Reading comprehension strategies Very high impact for very low cost based on extensive evidence	1,2,5

Nessy – Early morning structured Literacy for Reading and Spelling		
Phonics top up Ongoing Continued targeted 1:1 and small group tutoring to ensure highest impact	EEF - Phonics High impact for very low cost based on very extensive evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
NELI in EYFS and Year 1 Ongoing Continuation of the NELI programme to identify early language difficulties and to improve children's language skills and behaviour in school.	EEF - Oral language interventions Very high impact for very low cost based on extensive evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	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
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 Change to Education Welfare Service from County. Introduction of Attendance Support Officers.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf	5

<p>TIS 1:1 and small group support</p> <p>Continued</p> <p>Continued TIS 1:1 and small group support.</p> <p>1:1 and small groups sessions with our Learning Mentor.</p>	<p>Trauma Informed Schools UK</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4,5
<p><i>Use of parents evening booking and virtual meeting system to enhance parental engagement.</i></p> <p>Utilisation of system where appropriate and effective along</p>	<p>EEF - Parental engagement</p> <p>Moderate impact for very low cost based on extensive evidence</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	2,4,5
<p>with face-to-face meetings.</p> <p>Continuation of face-to-face parents evening (twice a year).</p> <p>Planned parent events throughout the year.</p>		

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

Programme	Provider
Accelerated Reader	Renaissance Learning
TT Rock Stars	Maths Circle
Maths Whizz	Whizz Education
Read Write Inc	Ruth Miskin Literacy
Cornerstones	Cornerstones Education
Charanga Music	Charanga Ltd
Language Angels	Language Angels

Part B: Review of outcomes in the previous academic year (2022-2023)

Pupil premium strategy outcomes

Outcomes	Evidence
<p>The curriculum design and delivery ensures high quality education and attainment for all pupils.</p>	<p>School has clear systems in place for identifying pupils for intervention and monitoring. This includes half termly Star Reader and WhiteRose Maths assessments, end of term PIRA and Puma, pupil progress meetings, APDR for SEN pupils. Subject Leader monitoring and feedback cycles and training programmes.</p> <p>The curriculum develops Cultural capital for all pupils, including those who are SEND or disadvantaged.</p> <p>80% of Pupil Premium Children passed Year 1 Phonics compared to 88% non-Pupil Premium Children.</p> <p>90% of Pupil Premium Children passed Year 2 Phonics compared to 90% non-Pupil Premium Children.</p> <p>KS1</p> <p>Reading - 50% of Pupil Premium Children achieved ARE compared to 89.5% non-Pupil Premium Children.</p> <p>Writing - 40% of Pupil Premium Children achieved ARE compared to 73.7% non-Pupil Premium Children.</p> <p>Maths - 40% of Pupil Premium Children achieved ARE compared to 68.4% non-Pupil Premium Children.</p> <p>KS2</p> <p>Reading – 66.7% of Pupil Premium Children achieved ARE compared to 95.7% non-Pupil Premium Children.</p> <p>Writing – 55.6% of Pupil Premium Children achieved ARE compared to 82.6% non-Pupil Premium Children.</p> <p>Maths – 66.7% of Pupil Premium Children achieved ARE compared to 87.0% non-Pupil Premium Children.</p> <p>Progress from KS1 to KS2</p> <p>Reading – 1.13 Pupil Premium Children progress compared</p>

	<p>to 4.74 non-Pupil Premium Children.</p> <p>Writing – -0.70 Pupil Premium Children progress compared to 1.85 non-Pupil Premium Children.</p> <p>Maths – -1.54 Pupil Premium Children progress compared to 3.49 non-Pupil Premium Children.</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 setbacks, enjoy challenge and problem solving and demonstrate an intrinsic motivation to succeed.</p> <p>Celebration certificates, School Improvement reports, Ofsted and subject leader monitoring demonstrate that PPG children respond positively to the Illogan affirmations and are demonstrating good learning behaviours in class. Children can talk about these learning behaviours with growing confidence.</p>
The curriculum develops pupil vocabulary through deliberate teaching alongside incidental opportunities.	<p>The range of activities/teaching styles and opportunities given at Illogan School saw the children flourish. Children can speak confidently to visitors and are able to articulate their learning with growing confidence. In school monitoring and School Improvement visits/Ofsted show children use tier 2 and tier 3 subject specific language confidently and accurately in the majority of subjects. Where this is not as strong this is developing quickly. Book looks and pupil conferencing show an increased application of language specific to the subject.</p>
Social interaction	<p>All children have experienced going on schools trips and visits this year. This included: Geevor Tin Mine Newquay Zoo, Truro Museum, Parkour, surfing, Portreath beach and Pendennis Castle.</p> <p>100% PP children attended swimming (22-23)</p> <p>Year 3 residential to St. Ives – 71% of children were PPG</p> <p>Year 4 residential to Bishop’s Forum - 56% of children were PPG</p> <p>Year 5 residential To Barton Hall (Torquay) – 67% of children were PPG</p> <p>Year 6 residential (London) - 56% of children were PPG</p>
Parental Engagement	<p>100% of PP children’s parents access Class Dojo.</p> <p>Parent meetings are now face-to-face and well attended.</p>

	<p>From September 2023 there will be two parent meetings a year (October and February).</p> <p>Opportunities are sought to invite families into school e.g. Reading Café, Maths Whizz training, Trevithick Family Picnic, Wellbeing sessions, etc.</p> <p>Learning Together sessions take place in the summer term for new Reception pupils and their families.</p>
Attendance	<p>Attendance monitoring has been reviewed in light of DfE guidance including a clarity of the individual roles of pupils, parents, teachers, staff, SLT and Attendance leader. The Crofty Attendance policy has been reviewed to reflect these changes.</p> <p>There is a clear Crofty Attendance system for addressing absence and a clear Flowchart detailing actions. Letter 1 is sent to all in September with further letters sent at key points over the year to those falling short of 96%, 95%, 93% and 90%.</p> <p>A higher profile including:</p> <ul style="list-style-type: none"> ▪ Rewards ▪ Newsletter ▪ Feedback in termly progress meetings ▪ Agenda item at every staff meeting <p>Attendance for Pupil Premium Children is 90.32% compared to 95.05% non-Pupil Premium Children (22-23)</p> <p>Persistent absence for Pupil Premium Children is 35.29% compared to 8.86% non-Pupil Premium Children (22-23)</p>