

# Pupil premium strategy statement – Illogan Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025 (with termly reviews throughout the year)
Statement authorised by	Charlene Sargent
Pupil premium lead	Lucy Wandless
Governor / Trustee lead	Janet Tresidder

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,718
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£66,718

# Part A: Pupil premium strategy plan

## Statement of intent

At Illogan Primary School, we have the highest expectations for all of our children, including our vulnerable cohorts. Our focus on the whole child ensures that we promote and develop self-esteem and self-worth as priorities, knowing that these are the building-blocks to positive relationships in school, and with education. We, as teachers, hold ourselves accountable for the progress and outcomes of our pupils, understanding that when our expectations are high, children will rise to them in a self-fulfilling cycle of high expectations leading to high levels of self-efficacy and sense of agency, and therefore high achievement. We fully believe that when we unlock learning, we enable life-long life choices.

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 the highest possible standard of teaching is on offer for all children
- 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
- We recognise that Cultural Capital can change children's lives and open up more opportunities for their future
- Spending is prioritised based on rigorous analysis of need both in terms of staff professional development and focused pupil intervention.

We recognise that not all children who receive free school meals will be socially disadvantaged, and we also recognise that not all children that are disadvantaged have free school meals.

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils sometimes have less developed cultural capital than their non-pupil premium peers. Pupils live in a predominantly monocultural and geographically isolated part of Britain which limits their exposure to, and knowledge of, the diverse range of cultural backgrounds beyond their own community
2	High numbers of children living in disadvantage have speech and language needs. The word-gap between children living in disadvantage and their peers is large.
3	Internal and external assessments indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils. On entry to Reception we have identified that a number of our disadvantaged pupils arrive below age-related expectations compared to other pupils. This gap remains steady to the end of KS2.
4	Our analysis of attendance data over the last few years indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. A number of disadvantaged pupils have been 'persistently absent' compared to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	Increasing numbers of children show the signs and symptoms of low self-efficacy: avoidance of challenge, low motivation, self-doubt, anxiety and stress.

## 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
<b>To enrich and broaden our children's cultural capital and understanding of cultural diversity within Britain and around the world.</b>	Children can talk about a range of experiences, including things such as visits to museums, galleries and the theatre. They have had and are able to use and transfer the knowledge and insight gained from these experiences to their academic work. e.g. able to answer reading comprehension questions that require background knowledge.

	Children have a knowledge of the cultural diversity within their own community, the UK and beyond. They are inquisitive and talk positively about a range of cultures different to their own.
<p><b>To ensure children with speech and language needs have timely, targeted interventions to address their individual needs.</b></p> <p><b>To decrease the word-gap between children living with disadvantage and their peers.</b></p>	<p>Children with speech and language needs make accelerated progress and/or catch-up with developmental speech and language norms.</p> <p>All Reception children have speech and language screening within the first few weeks of starting school.</p> <p>More children have access to books at home, and parents read more frequently with their children. Teachers deliver quality first teaching for oracy.</p> <p>Children use a range of higher-level vocabulary in their written work.</p>
<b>The curriculum design and delivery ensures high quality education and attainment for all pupils.</b>	<p>Staff have training and CPD to ensure quality first teaching for all.</p> <p>Pupils eligible for pupil premium attain in line with non-pupil premium pupils nationally.</p> <p>There is a diminishing attainment gap between groups of pupils at Illogan School.</p>
<b>Attendance</b>	<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>
<b>To raise children's self-efficacy: their belief in their actions make a difference and therefore able to succeed.</b>	Children have increased confidence in their ability to learn and succeed. Staff have the skills to promote self-efficacy through quality first teaching. School Culture promotes self-efficacy for all stakeholders.

## 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: £36,718

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>Regular use of the 'Lyfta' resource is achieved within school through:</i></p> <ul style="list-style-type: none"> <li>-planning Lyfta into school assembly plans</li> <li>-introducing 'Lyfta time' to enable classes to 'explore' on a regular basis</li> <li>-articles being utilised to support non-fiction reading lessons (as appropriate)</li> </ul>	<p>hundrED recommended resource "helps teachers to nurture empathy, active citizenship and 21<sup>st</sup> Century skills."</p>	<p>1,5</p>
<p>Through the Trust RE network group, Lyfta resources will be mapped against the curriculum</p>	<p>Teacher Toolkit recommended resource to develop cultural capital and enrichment, providing valuable and cost-effective experiences.</p>	<p>1,5</p>
<p>Short writing activities based on a Lyfta stimulus will take place as part of a Trust wide competition (500 words)</p>	<p>EEF Improving Literacy studies (giving pupils a reason to write).</p>	<p>1,3,5</p>
<p>CPD for teachers and TAs to support quality adaptive teaching and delivery of interventions for speech and language needs.</p>	<p><i>"Professional development in speech, language and communication", publication from The Communication Trust</i></p>	<p>2,3</p>
<p>Exploring vocabulary becomes a key part of lessons and to enhance this further each half term knowledge organisers are created which include tier 3 vocabulary. These are used in a variety of ways to reactivate learning. These are shared with parents.</p>	<p>There is evidence from Brown, Roediger and Mc Daniel that reactivation of knowledge helps to transfer information to long term memory. Use of knowledge organisers as effective learning tool are recommended by educationalists such Faye Hemming.</p>	<p>2,3</p>
<p>CPD for teachers and TAs to support quality first teaching in relation to oracy.</p>	<p><i>"Professional development can support whole school approaches to close the word gap for disadvantaged pupils."</i> ROYAL COLLEGE OF SPEECH &amp; LANGUAGE THERAPISTS</p>	<p>2,3</p>
<p>Staff and TA meetings on high expectations.</p> <p>There is a focus on handwriting and presentation.</p> <p>Use of modelling is a key feature in all lessons – use of the visualiser.</p>	<p>English Education Review: 'Telling the Story'</p> <p>Ofsted-Strong Foundations in the First Years of School</p>	<p>3</p>

<p>Review and refinement of the curriculum.</p> <p>Ensure 'Heartbeats of learning' are fully embedded as a method for retention and recall of core information.</p>	<p>Ofsted research focused on impact of a carefully sequenced and structured curriculum.</p>	3
<p>Use of WalkThru materials as a strategy for ensuring quality first teaching and inclusive classrooms.</p> <p>Teaching Assistants CPD links to whole school Teaching WalkThrus.</p>		3
<p>Support and training for phonics and purchase of RWI online resource and training subscriptions.</p> <p>RWI training for staff new to the programme.</p> <p>Engagement with RWI Development Days.</p>	<p>EEF - Phonics</p> <p>High impact for very low cost based on very extensive evidence</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	2,3
<p>NCTEM training on Mastering Number completed and being delivered in Year 4 and 5.</p> <p>Teachers across the school are working with the Maths Hub and collaboratively with other schools to develop practice.</p>	<p>EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p>	3
<p>CPD for teachers and TAs to support quality first teaching in relation to developing and promoting self-efficacy: praising for effort and use of strategies; finding pivotal moments; recognising the importance of challenge; creating opportunities for roles of responsibility.</p>	<p><i>Gutman and Schoon (2013) "Non-cognitive skills are vital for educational success.</i></p> <p><i>Schunk (1981): Self-efficacy as a predictor of academic performance</i></p> <p><i>Betthaeuser et al. (2020): Impact on academic outcomes, mental health and social factors.</i></p>	5

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

Budgeted cost: £ 17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions for speech and language, directed by a Speech and Language Therapist.	EEF Guide to the Pupil Premium 'Menu of approaches'.	2,3,5
NELI in EYFS	EEF - Oral language interventions Very high impact for very low cost based on extensive evidence <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	2,3,5
1:1 and small group tutoring	EEF – High impact for moderate cost based on moderate evidence. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	3,5
Nessy – structured Literacy for Reading and Spelling	Recognised effective programme recommended by our school's educational psychologist.	2,3,5
Phonics 1 to 1 tuition (RWI)	EEF - Phonics High impact for very low cost based on very extensive evidence <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	2,3,5
Numbersense intervention group for Y3-6 is delivered by a TA.	Those children who still have gaps in their number sense and lack fluency struggle to tackle KS2 work, and it is a key barrier. It is a recognised national programme.	3,5
Y6 SATs intervention groups after school are run.	There is a variety of evidence to support and is an EEF recommendation. The national Tutoring programme suggests that 1 to 3 is an effective ratio. It has proved very effective in our school in the past.	3,5

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

Budgeted cost: £ 13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide opportunities for pupils to be involved in a variety of theatrical experiences and working with a variety of professionals, including dance, music and drama.	<p>This will develop cultural capital.</p> <p>It will give the children an opportunity to be creative and the arts can be an effective educational tool.</p> <p>Supported by the research and work of people such as Ken Robinson and the EEF.</p>	1,5
Develop musical experiences using resources such as Charanga and Sing Up.	The work of Bourdieu, David Didau, Lee Elliott Major, Emily Briant and other sociologists on the impact of developing cultural capital.	1,5
Use of assemblies and music/art lessons to exposure children to a range of art, musicians and as a way to broaden children's thinking and ideas and for them to meet a variety of people and presenters.		1
Ensuring all children are involved in a good range of school trips and camps.		1,5
Offer after school and lunchtime clubs.		1,5
Parent workshops for children in EYFS, to raise the importance of phonics and reading with young children.	Reference list from the Book Trust's "Getting Children Reading" strategy	2,3
<p>Embedding principles of good practice set out in the DfE's guidance on <a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">working together to improve school attendance</a>.</p> <p>This will involve training for staff to develop and implement new procedures and appointing attendance/ support officers to improve attendance.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a></p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4
TIS 1:1 and small group support.	<p><a href="https://traumainformedschools.org.uk">Trauma Informed Schools UK</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	3,5

**Total budgeted cost: £ 66,718**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Outcomes	Evidence
<b>The curriculum design and delivery ensures high quality education and attainment for all pupils.</b>	<p>School has clear systems in place for identifying pupils for intervention and monitoring. This includes half termly Star Reader and WhiteRose Maths assessments, 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><b>Phonics</b></p> <p>71% of Pupil Premium Children passed Year 1 Phonics compared to 89% non-Pupil Premium Children.</p> <p>80% of Pupil Premium Children passed Year 2 Phonics compared to 92% non-Pupil Premium Children.</p> <p><b>National Data</b> - Disadvantaged pupils performed less well in the phonics screening check than other pupils, and the gap has remained broadly similar. 68% of disadvantaged pupils met the expected standard in the phonics screening check in year 1, up from 66% in 2023.</p> <p><b>KS1</b></p> <p><b>Reading</b> - 80% of Pupil Premium Children achieved ARE compared to 75% non-Pupil Premium Children.</p> <p><b>Writing</b> - 60% of Pupil Premium Children achieved ARE compared to 79.2% non-Pupil Premium Children.</p> <p><b>Maths</b> - 60% of Pupil Premium Children achieved ARE compared to 79.2% non-Pupil Premium Children.</p> <p>National Data is not available as Key stage 1 assessments became non-statutory from the 2023 to 2024 academic year onwards. Optional assessments are still offered but these statistics will not be published.</p>

## KS2

**Reading** – 33% of Pupil Premium Children achieved ARE compared to 72% non-Pupil Premium Children.

**Writing** – 33% of Pupil Premium Children achieved ARE compared to 72% non-Pupil Premium Children.

**Maths** – 33% of Pupil Premium Children achieved ARE compared to 80% non-Pupil Premium Children.

**Reading, Writing and Maths Combined** – 33% of Pupil Premium Children achieved ARE compared to 60% non-Pupil Premium Children.

### Progress from KS1 to KS2

It is not possible to calculate KS1-KS2 progress measures for academic years 2023/24 and 2024/25. This is because there is no KS1 baseline available to calculate primary progress measures for these years due to Covid-19 disruption.

### National Data

- 64% of Pupil Premium Children achieved ARE in Reading compared to 80% non-Pupil Premium Children
- 60% of Pupil Premium Children achieved ARE in Writing compared to 79% non-Pupil Premium Children
- 61% of Pupil Premium Children achieved ARE in Maths compared to 81% non-Pupil Premium Children
- 47% of Pupil Premium Children achieved ARE in Reading, Writing and Maths combined compared to 68% non-Pupil Premium Children

Since September 2024 changes to the curriculum have included a new approach to teaching Grammar, Spelling and Punctuation. In addition, there has been a whole school focus on 'Aiming for Excellence'. We are already seeing an improvement in the quality of the children's work and the effort they are making with presentation.

<p><b>Behaviour for learning is taught within the daily curriculum.</b></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 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. The school's culture and associated shared language that exemplifies the expectation for learning is embedded and utilised by children and staff. This is reflected in the new school Behaviour policy.</p> <p>School Improvement visits/ reports, Governor monitoring 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>
<p><b>The curriculum develops pupil vocabulary through deliberate teaching alongside incidental opportunities.</b></p>	<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>
<p><b>Social interaction</b></p>	<p>Pupils embrace the school culture, understanding their role in the school and local community and demonstrating a commitment to inclusion. All children have had the opportunity to take part in a range of school and community activities e.g. School plays, lunchtime and after school clubs, Illogan Lantern Parade and Lights Switch On.</p> <p>Through our PSHE curriculum pupils challenge inequality and understand the need for equity. Pupils are becoming confident to challenge discrimination appropriately.</p> <p>All children have experienced going on schools trips and visits this year. This included: Newquay Zoo, Truro Museum, Parkour, surfing, Portreath beach and Pendennis Castle.</p>

	<p>100% PP children attended swimming (23-24)</p> <p>Year 3 residential to Camp Kernow – 89% of children were PP</p> <p>Year 4 residential to Bishop’s Forum - 57% of children were PP</p> <p>Year 6 activity week and sleepover - 67% of children were PP</p>
<p><b>Parental Engagement</b></p>	<p>100% of PP children’s parents access Class Dojo. The school newsletter is sent weekly and keeps parents up to date with everything that is going on in school.</p> <p>This academic year we have started welcoming parents to our ‘Affirmation Assemblies’. These have received a positive response from our families so far.</p> <p>Parent meetings are now face-to-face and are well attended. Since September 2023 there have been 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, Christmas performances, Wellbeing sessions, etc. These are well attended by all families.</p> <p>Learning Together sessions take place in the summer term for new Reception pupils and their families. These are well attended. We also undertake home visits. These activities allow for a smooth transition into school and are instrumental in building relationships with our new children and their families.</p>
<p><b>Attendance</b></p>	<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>The Attendance Lead meets with a member of the Education Welfare team termly in addition to seeking advice from the EWO Team as needed.</p> <p>There is a clear Crofty Attendance system for addressing absence and a clear Flowchart detailing actions. Letter 1 is</p>

	<p>sent to all in September with further letters sent at key points over the year to those falling short of 96%.</p> <p>Attendance meetings are held to support parents/carers with improving attendance. If appropriate, referrals are made through the Early Help Hub for support for our families. This has included Family Support Workers and the School Nursing Team. We have also worked with the Early Intervention Team.</p> <p>A higher profile for attendance has included:</p> <ul style="list-style-type: none"> <li>▪ Rewards</li> <li>▪ Newsletter</li> <li>▪ Feedback in termly progress meetings</li> <li>▪ Agenda item at every staff meeting</li> </ul> <p>Attendance for Pupil Premium Children was 89.30% compared to 95.78% non-Pupil Premium Children (23-24)</p> <p><b>National Data</b></p> <p>By pupil characteristics, the absence rates across the academic year 2023/24 were:</p> <p>11.1% for pupils who are eligible for free school meals and 5.8% for pupils who were not eligible for free school meals.</p>
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## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

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
Nessy	Nessy Learning Ltd

Project Evolve	Southwest Grid for Learning
White Rose Maths	White Rose Education
ParentPay	ParentPay Group
ClassDojo	© ClassDojo, Inc
Letterjoin	Green and Tempest Ltd
EdShed	Education Shed Ltd
Third Space Learning	Third Space Learning
Jane Considine	The Training Space

