

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	204
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Cassie Pamplin
Pupil premium lead	Lucy Wandless
Governor / Trustee lead	Janet Tresidder

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,835
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
Total budget for this academic year <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>	£73,835

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.

We recognise the power of reading to unlock learning and opportunities for pupils. This is particularly important for disadvantaged pupils, opening the door to new worlds, ideas and people. The teaching of reading and application of these skills are core to our curriculum. Our objective is to ensure every child learns to read fluently and with good understanding to enable them to access the breadth of the curriculum.

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.

If everyone in the places we serve are to thrive, we need to effectively work with, and for, our communities, building strong local relationships. Our hope is that through our work, we can develop meaningful connections with the families and community organisations within our localities.

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	<p>Disadvantaged pupils sometimes have less developed cultural capital than their non-pupil premium peers.</p> <p>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</p>
2	<p>Disadvantaged pupils typically take longer to progress through the phonics programme. This negatively impacts their development as readers.</p>
3	<p>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.</p>
4	<p>Internal and external assessments indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>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.</p>
5	<p>Our analysis of attendance data over the last few years indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils.</p> <p>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.</p>
6	<p>Increasing numbers of children show the signs and symptoms of low self-efficacy: avoidance of challenge, low motivation, self-doubt, anxiety and stress.</p>

7	Many of our children and families face multiple impacts of disadvantage. In order to narrow or eliminate the disadvantage gap, the work required is greater than that within the scope of the school working alone.
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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
To enrich and broaden our children's cultural capital and understanding of cultural diversity within Britain and around the world.	<p>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.</p> <p>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>
Improved phonics and reading attainment for disadvantaged children. Success criteria.	Outcomes are in line with or above national average.
To ensure children with speech and language needs have timely, targeted interventions to address their individual needs.	<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>
To decrease the word-gap between children living with disadvantage and their peers.	<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 through our writing scheme, The Write Stuff.</p>
The curriculum design and delivery ensures high quality education and attainment for all pupils.	<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>
Attendance	Pupils attend school regularly with the school average attendance exceeding 96%.

	<p>There is no difference between the attendance of disadvantaged pupils or those with SEND and their peers.</p> <p>Timetables are changed to ensure pupils that are late do not miss their reading or RWinc. Session.</p>
To raise children's self-efficacy: their belief in their actions make a difference and therefore able to succeed.	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.
Many of our children and families face multiple impacts of disadvantage. In order to narrow or eliminate the disadvantage gap, the work required is greater than that within the scope of the school working alone.	Improved links and shared working between the school and wider community organisations and parents will support families in a wider capacity than can be achieved within the school individually which in turn will impact positively on outcomes.

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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Regular use of the 'Lyfta' resource is achieved within school through:</i></p> <ul style="list-style-type: none"> -planning Lyfta into school assembly plans -introducing 'Lyfta time' to enable classes to 'explore' on a regular basis -articles being utilised to support non-fiction reading lessons (as appropriate) 	hundrED recommended resource "helps teachers to nurture empathy, active citizenship and 21 st Century skills."	1,6
Through the Trust RE network group, Lyfta resources will be mapped against the curriculum	Teacher Toolkit recommended resource to develop cultural capital and enrichment, providing valuable and cost-effective experiences.	1,6
CPD for teachers and TAs to support quality adaptive teaching and delivery of	<i>"Professional development in speech, language and communication", publication from The Communication Trust.</i>	3,4

interventions for speech and language needs		
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.	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.	4,4
CPD for teachers and TAs to support quality first teaching in relation to oracy.	<i>“Professional development can support whole school approaches to close the word gap for disadvantaged pupils.”</i> ROYAL COLLEGE OF SPEECH & LANGUAGE THERAPISTS.	3,4
Staff and TA meetings on high expectations (set the standard walk thru) There is a focus on handwriting and presentation. (Year 1 partake in OTTO project) Use of modelling is a key feature in all lessons – use of the visualiser.	English Education Review: 'Telling the Story'. Ofsted-Strong Foundations in the First Years of School.	4
Review and refinement of the curriculum. Ensure 'Heartbeats of learning' are fully embedded as a method for retention and recall of core information.	Ofsted research focused on impact of a carefully sequenced and structured curriculum.	4
Use of WalkThru materials as a strategy for ensuring quality first teaching and inclusive classrooms. Teaching Assistants CPD links to whole school Teaching WalkThrus.	Research shows that high-quality Continuous Professional Development (CPD) is crucial for improving teacher effectiveness, which in turn leads to better children's outcomes. Effective CPD enhances teachers' skills, knowledge, and confidence and positively impacts student achievement.	4
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Additional sets of RWI phonics programme ditty books	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2,3,4

<p>and Book Bag Books purchased. RMT Portal and Leadership Development.</p> <p>RWI training for staff new to the programme.</p> <p>Engagement with RWI Development Days.</p>		
<p>Teacher CPD in teaching of reading (post phonics).</p>	<p>EEF research found that using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. Clear programme of support and development to ensure all staff deliver quality first teaching in every lesson.</p>	<p>2,3,4</p>
<p>NCTEM training on Mastering Number. Teachers across the school are working with the Maths Hub and collaboratively with other schools to develop practice.</p>	<p>EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/math-ks-2-3</p>	<p>4</p>
<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>	<p>6</p>

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

Budgeted cost: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted interventions for speech and language, directed by a Speech and Language Therapist.</p>	<p>EEF Guide to the Pupil Premium 'Menu of approaches'.</p>	<p>3,4,6</p>

NELI in EYFS	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	3,4,6
1:1 and small group tutoring	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	4,6
Nessy – structured Literacy for Reading and Spelling	Recognised effective programme recommended by our school's educational psychologist.	3,4,6
Phonics 1 to 1 tuition (RWI)	EEF - Phonics High impact for very low cost based on very extensive evidence. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3,4,6
Mastering Number intervention being delivered from EYFS – Year 5 to support automaticity of key number facts. Daily intervention with flash cards used in EYFS and KS1 to support children with gaps.	For children who still have gaps in their number sense and lack fluency. This is a barrier to their learning. It is a recognised national programme.	4,6
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.	4,6

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

Budgeted cost: £15, 835

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>	2,6
Develop musical experiences using resources such as Charanga and Sing Up.	The work of Bourdieu, David Didau, Lee Elliott Major, Emily Biant and other sociologists on the impact of developing cultural capital.	2,6
Use of assemblies and music/art lessons to expose 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.		1,6
Offer after school and lunchtime clubs.		1,6
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.	3,4
Strengthen home-school partnerships, improve student outcomes, and create a supportive learning environment.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 3, 4, 5, 6
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance .	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	5
This will involve training for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	
TIS 1:1 and small group support.	Trauma Informed Schools UK	4,6

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Working within the Trust's Community Strategy, the school will identify a current link held with a local organisation that can be further developed. Through active listening to the organisation, the school will identify an objective that can be worked on together to strengthen the community offer.	Reach Foundation Insights; CST work on School Trusts as New Civic Structures; Truly Civic: Strengthening the connection between universities and their places.	7

Total budgeted cost: £ 73,835

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils	
Phonics	75% of Pupil Premium Children passed Year 1 Phonics compared to 86.4% non-Pupil Premium Children.
	75% of Pupil Premium Children passed Year 2 Phonics compared to 85% non-Pupil Premium Children.
KS2	
Reading – 71.4% of Pupil Premium Children achieved ARE compared to 82.6% non-Pupil Premium Children.	
Writing – 42.9% of Pupil Premium Children achieved ARE compared to 78.3% non-Pupil Premium Children.	
Maths – 71.4% of Pupil Premium Children achieved ARE compared to 78.3% non-Pupil Premium Children.	
Reading, Writing and Maths Combined – 42.9% of Pupil Premium Children achieved ARE compared to 69.6% non-Pupil Premium Children.	

Success Criteria	Review
To enrich and broaden our children's cultural capital and understanding of cultural diversity within Britain and around the world.	Funding has been used to provide a range of experiences, opportunities, and curriculum enhancements designed to develop pupils' cultural capital. This has included: <ul style="list-style-type: none">Curriculum enrichment: Embedding cultural diversity across subjects to reflect a wide range of voices, perspectives, and experiencesEducational visits and visitors: Subsidising trips and inviting speakers and performers who represent Britain's diverse communitiesCelebration of cultural events: Marking key national and international days (e.g., Black History Month, Diwali, Chinese New Year)Access to enrichment clubs and activities: Ensuring disadvantaged pupils can fully participate in creative arts, languages, music, and sports opportunities that promote teamwork and cultural appreciation

	<p>Impact:</p> <ul style="list-style-type: none"> • Staff report that children show an increased confidence, engagement, and aspiration as a result of enriched experiences. • Pupils demonstrate greater awareness, respect, and appreciation for different cultures and traditions. • The curriculum reflects the diversity of modern Britain and prepares pupils for life in a multicultural society.
<p>To ensure children with speech and language needs have timely, targeted interventions to address their individual needs.</p>	<ul style="list-style-type: none"> • Early identification through high-quality assessment and ongoing teacher observation. • Targeted intervention programmes delivered by trained staff (e.g., NELI and SALT-led sessions). • Staff training to improve classroom strategies that support speech and language development for all pupils. • Designated member of staff for SALT. • Regular review and monitoring of progress in collaboration with Speech and Language Therapists, SENCO, and class teachers.
<p>To decrease the word-gap between children living with disadvantage and their peers.</p>	<p>Impact:</p> <ul style="list-style-type: none"> • SALT screening has been a huge success because it identified children early so intervention could take place and accelerated progress made. This has impacted positively on GLD outcomes and sets them off on a strong start. • Improved participation and confidence in class discussions and learning activities. • Stronger foundations for reading, writing, and comprehension across the curriculum. <p>Impact:</p> <ul style="list-style-type: none"> • Explicit vocabulary instruction is embedded across the curriculum, including tiered vocabulary approaches. • There are daily phonics, reading and oracy-rich experiences to develop understanding and use of language. • Targeted small-group and 1:1 reading and language interventions for disadvantaged pupils. <p>Impact:</p> <ul style="list-style-type: none"> • Measurable improvement in vocabulary understanding and usage among disadvantaged pupils. • Increased confidence, engagement, and participation in classroom dialogue and independent learning.

<p>The curriculum design and delivery ensures high quality education and attainment for all pupils.</p>	<p>The curriculum design and delivery continue to ensure a high-quality education and strong attainment for all pupils. Through regular review and analysis of outcomes, the impact of Pupil Premium funding is closely monitored to ensure disadvantaged pupils make sustained progress in line with their peers. Ongoing evaluation informs future planning to ensure funding continues to have maximum impact on pupil achievement and personal development.</p>
<p>Attendance</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 Educational Welfare Team as needed.</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 95%.</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"> ▪ Rewards ▪ Newsletter ▪ Feedback in termly progress meetings ▪ Agenda item at every staff meeting <p>Attendance for Pupil Premium Children was 91.5% compared to 95.6% non-Pupil Premium Children (24-25). Although attendance will remain a focus area there is an improvement this year. For 2023-2024 attendance for Pupil Premium Children was 88.7%.</p>

<p>To raise children's self-efficacy: their belief in their actions make a difference and therefore able to succeed.</p>	<ul style="list-style-type: none"> Through a curriculum that promotes independence, resilience, and aspiration, pupils are becoming more confident in taking ownership of their learning and to believe in their capacity to improve and achieve. Targeted interventions, mentoring, and quality first teaching have strengthened pupils' confidence and engagement in learning. As a result, disadvantaged pupils are showing improved motivation, participation and attainment across subjects. There will be a continued emphasis on developing self-efficacy to sustain improvements in both academic and personal outcomes, ensuring that all pupils are equipped with the mindset and skills needed for lifelong learning and success.
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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

