

# Pupil premium strategy statement Illogan Primary School

Crofty Multi-Academy Trust 2019-2021

## School overview

| Metric                                      | Data                               |
|---|------------------------------------|
| School name                                 | Illogan Primary School             |
| Pupils in school                            | 216                                |
| Proportion of disadvantaged pupils          | 27.3%                              |
| Pupil premium allocation this academic year | £69,240                            |
| Academic year or years covered by statement | 2019-21                            |
| Publish date                                | February 2020                      |
| Review date                                 | September, April & July (annually) |
| Statement authorised by                     | Tamsin Lamb                        |
| Pupil premium lead                          | Jo Knuckey                         |
| Governor lead                               | Matt Bull                          |

## Disadvantaged pupil progress scores for last academic year (2018-19)

| Measure | Score |
|---------|-------|
| Reading | -4.19 |
| Writing | -3.39 |
| Maths   | -2.14 |

## Disadvantaged pupil performance overview for last academic year (2018-19)

| Measure                          | Score  |
|----------------------------------|--|
| Meeting expected standard at KS2 | Reading 37.5%, Writing 25%,<br>Mathematics 67%     |
| Achieving high standard at KS2   | Reading 12.5%, Writing 12.5%,<br>Mathematics 12.5% |

## Strategy aims for disadvantaged pupils

Quality first teaching will be at the heart of the schools strategy

| Measure               |   |
|-----------------------|---|
| Priority 1 - Language | <ul style="list-style-type: none"><li>Ensure all disadvantaged pupils achieve expected outcomes in the <b>phonics</b> check at the end of Yr1</li></ul> |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Provide deliberate, explicit and systematic teaching of <b>oracy</b> across phases and throughout the curriculum to equip pupils with the skills they need for a meaningful future</li> <li>• Reduce the gap between disadvantaged and non-disadvantaged by improving pupils <b>vocabulary</b> through sequential teaching</li> <li>• Ensure all disadvantaged pupils achieve ARE in <b>reading &amp; writing</b></li> </ul> |
| Priority 2 - Mathematics                           | <ul style="list-style-type: none"> <li>• Ensure all disadvantaged pupils achieve ARE in <b>mathematics</b> through mastery teaching</li> </ul>  |
| Priority 3 – Limited life experiences              | <ul style="list-style-type: none"> <li>• Provide <b>experiential opportunities</b> to reduce inequalities – narrow the achievement gap and social inequality through early childhood experiences</li> <li>• Provide challenge and support to disadvantage families whose <b>attendance</b> is poor and persistent absence is high</li> </ul>  |
| Priority 4 – Social Emotional Mental health issues | <ul style="list-style-type: none"> <li>• Support children and families through <b>pastoral</b> team</li> <li>• Invest in <b>Trauma Informed School</b> training for all staff and ensure this is fully implemented</li> <li>• Ensure adults meet the <b>SEMH</b> needs of children at Illogan School</li> </ul>   |
| Barriers to learning these priorities address      | <p>Ensure QFT in all classrooms<br/> Limited life experiences<br/> Poor attendance/Low parental engagement<br/> Low levels of oracy<br/> Limited vocabulary<br/> Poor previous attainment levels</p>  |
| Projected spending                                 | £69,240   |

### Teaching priorities for current academic year

| Aim   | Target  | Target date |
|---|---|-------------|
| Raise the attainment and increase progress in Reading | Achieve national attainment<br>Achieve/exceed average progress scores KS2 Reading | Sept '20/21 |
| Raise the attainment and increase progress in Writing | Achieve national attainment<br>Achieve/exceed average progress scores KS2 Writing | Sept '20/21 |

|   |   |                             |
|---|---|-----------------------------|
| Raise the attainment and increase progress in Mathematics | Achieve national attainment<br>Achieve/exceed average progress scores in KS2 mathematics  | Sept '20/21                 |
| Phonics   | Achieve national average expected standard in PSC   | Sept '20/21                 |
| Multiplication tables                                     | Achieve national standard in MSC  | Sept '20/21                 |
| Other   | Improve attendance of disadvantaged pupils to national average (96%)<br><br>Improve life experiences by developing cultural capital | Sept '20/21<br><br>On-going |

**Targeted academic support for current academic year – all disadvantage pupils reach expected standard in phonics check at end of Yr1**

| Measure               | Activity   | Impact April review   |
|-----------------------|--|---|
| Priority 1 - Language | <p>Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively</p> <p>Ensure interventions are targeted and have impact.</p> <p>Phonics Lead to monitor, model and support staff improvement</p>   | <p>What is the standard of delivery?</p> <p>Are children making enough progress?</p>                                  |
|                       | <p>Participate in the oracy project (English Lead)</p> <p>Ensure teachers have the relevant training to teach oracy effectively across the school</p> <p>Ensure there are repetitive language opportunities – every moment is a language moment</p> <p>Use storytelling approach across school to embed quality language and structures.</p> <p>Provide story telling experiences (Cornish Caretakers)</p> | <p>How has the project impacted on levels of oracy?</p> <p>What impact has training had on the teaching of oracy?</p> |
|                       | <p>Ensure all staff receive high quality CPD to teach reading increasingly effectively</p> <p>Teach vocabulary across the day, across the curriculum</p>   | <p>What is the standard of teaching in reading?</p> <p>What is the impact of teaching vocabulary?</p>                 |

|   |  |   |
|---|--|---|
|   | Provide high quality feedback  | What do pupils say about feedback?  |
| Barriers to learning these priorities address | Low levels of oracy<br>Limited vocabulary<br>Poor attendance/Low parental engagement<br>Ensuring staff use evidence-based highly focused whole-class teaching – improve the quality of reading instruction<br>Implementation of 1:1 or group intervention is timely, targeted and measured | How does the school compare to its comparators<br>'Families of Schools' EEF, in reading & writing?<br>What is the impact of EWO work? |
| Projected spending                            | £20,000  |   |

### Targeted academic support for current academic year – all disadvantage reach ARE in mathematics

| Measure                                       | Activity   | Impact April review  |
|---|--|--|
| Priority 2 - Mathematics                      | Quality first teaching & pre/over teach for some<br>Provide high quality feedback<br>Work with the maths hub and purchase recommended resources to support learning.<br>Use '3 <sup>rd</sup> Space Learning' for PP pupils Yr6 | What is the standard of teaching in maths?<br><br>What is the impact of additional intervention? |
|   | Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations   | What is the impact of additional intervention?   |
| Barriers to learning these priorities address | Poor attendance<br>Low level experience<br>Readiness to learn<br>Provide catch-up in mathematics   | How does the school compare to its comparators<br>'Families of Schools' EEF, in mathematics?     |
| Projected spending                            | £15,000  |  |

### Wider strategies for current academic year – experiential opportunities and attendance

| Measure                               | Activity   | Impact April review          |
|---------------------------------------|--|------------------------------|
| Priority 3 – Limited life experiences | Creating and embedding experiential opportunities to develop a sense of cultural capital | Pupil conferencing outcomes? |

|   |   |  |
|---|---|--|
|   | <p>Termly hook/experience</p> <p>High quality texts and traditional rhymes and stories</p> <p>Visits &amp; residentials</p> <p>Participate in community traditions</p> <p>Develop a 'sense of place'</p>      | <p>Readiness &amp; motivation to learn?</p> <p>Quality of work?</p> <p>Ability to draw on knowledge learnt?</p>            |
| Priority                                      | <p>Launch an attendance strategy with whole school.</p> <p>Sharing a Trust-wide strategy to target families with poor attendance. Further challenge those with acute need by working closely with the EWO</p> | <p>What is the measurable impact of attendance strategies?</p> <p>Do pupils have strategies for learning and use them?</p> |
| Barriers to learning these priorities address | Improving attendance and readiness to learn for the most disadvantaged pupils   |  |
| Projected spending                            | £15,000   |  |

### Wider strategies for current academic year –address SEMH needs of the children and families

| Measure   | Activity  | Impact April review  |
|---|---|--|
| Priority 4- address SEMH needs of the children and families | <ul style="list-style-type: none"> <li>Support children and families through pastoral team</li> <li>Invest in Trauma Informed School training for all staff</li> <li>Ensure adults meet the SEMH needs of children at Illogan School</li> </ul> | <p>What impact has support made?</p> <p>What is confidence level in using TIS?</p> <p>Have all classes been assessed using Motional?</p> |
| Priority  | TIS practices are in place across the school  |  |
| Barriers to learning these priorities address               | <p>Ingrained SEMH needs</p> <p>Behavioural impact</p> <p>Poor behaviour for learning</p>  |  |
| Projected spending  | £20,000   |  |

### Monitoring and Implementation

| Area | Challenge | Mitigating action |
|------|-----------|-------------------|
|------|-----------|-------------------|

|                  |  |  |
|------------------|--|--|
| Teaching         | Ensuring enough time is given to allow for staff professional development                                | Use of INSET days and additional cover being provided by senior leaders & HLTA |
| Targeted support | Ensuring enough time for school phonics, English & maths leaders to support small groups and monitor T&L | Leaders have planned protected time to model, monitor and review impact        |
| Wider strategies | Engaging the families facing most challenges   | Working closely with the EWO & other local MAT schools on common strategies    |

### Review: last year's aims and outcomes (2019-20)

| Aim  | Outcome  |
|--|--|
| Progress & attainment in reading and writing |  |
| Progress & attainment in mathematics         |  |
| Phonics                                      |  |
| Other  |  |
| What has been most successful this year?     | What has been least successful/what will you stop? |

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| Aim  | Outcome  |
|--|--|
| Progress & attainment in reading and writing |  |
| Progress & attainment in mathematics         |  |
| Phonics                                      |  |
| Other  |  |
| What has been most successful this year?     | What has been least successful/what will you stop? |