

# Pupil premium strategy statement – Canvey Island Infant School and Nursery 2024-2027 including 2023-2024 Review

This statement details our school’s use of pupil 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   | 176                                       |
| Proportion (%) of pupil premium eligible pupils  | 19.31%                                    |
| 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  | 31 <sup>st</sup> December 2024            |
| Date on which it will be reviewed  | 31 <sup>st</sup> December 2025, or before |
| Statement authorised by  | Sandra Dorrington<br>Headteacher          |
| Pupil premium lead   | Helen Maynard                             |
| Governor / Trustee lead  | Ian Umpleby                               |

## Funding overview

| Detail   | Amount              |
|--|---------------------|
| Pupil premium funding allocation this academic year  | £57,720 (2024-2025) |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable)  | £10,093             |
| <b>Total budget for this academic year</b><br><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> | £67,813             |

# Part A: Pupil premium strategy plan

## Statement of intent

Canvey Island Infant School and Nursery is a 2-form entry school with 176 on roll and a 30 place Nursery. We have 34 pupils on our Pupil Premium register; 19.31% of the school population.

At Canvey Island Infant School and Nursery around one fifth of our pupils are from disadvantaged backgrounds. We believe that for children to achieve their full potential there needs to be a holistic approach to teaching and learning. Every child is an individual with their own needs and we are fully committed to ensuring they have every opportunity to thrive and succeed enabling all pupils to make good progress, whatever their starting point. Support is through whole school approaches and targeted group or individual interventions.

Baseline assessments aid the identification of both our overall school and individual children's needs, enabling leaders to identify areas of need and to carefully plan targets. High-quality CPD for all stakeholders will be a continued focus having been proven to have the biggest impact on closing the gap between disadvantaged and non-disadvantaged groups of learners.

We place a huge importance on the social and personal development of children as without this, academic development will never be fully realised. We believe in giving children a curriculum and additional experiences that inspire and motivate them for their future.

Speech, language and communication needs continue to be identified as an area which is still impacting pupil progress. Therefore, this will be an important aspect of our strategy plan.

Regular monitoring of the strategies implemented will ensure interventions remain effective and will allow leaders to intervene to maximise progress made by not only disadvantaged pupils but all pupils within our community.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <b>Speech, Language and Communication Needs</b><br>High levels of SLCN in the school which is impacting on children's academic attainment. |

|   |   |
|---|---|
| 2 | <b>Gaps in learning – Reading, Writing, Maths and Phonics</b><br>Low Academic Attainment in the above areas. This can be due to factors such as limited access to resources, support at home, or gaps in foundational skills. |
| 3 | <b>Attendance</b><br>Attendance and Punctuality: hinder progress, may stem from transportation difficulties, health problems, or family circumstances.  |
| 4 | <b>CPD</b><br>Ensure all stakeholders receive regular high-quality training to maintain and to continue to develop high-quality teaching and learning for all children.   |

## 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  |
|---|---|
| Improved speech, language and communication skills are improved which results in better outcomes in reading and writing.  | <p>Children’s vocabulary is broadened and their learning enhanced.</p> <p>The difference in attainment between PP and Non-PP children is lessened.</p> <p>Communication and Language data at the end of EYFS is inline with or higher than the National average.</p>  |
| <p>To raise the progress and attainment rates of PP children at the end of EYFS, Year 1 Phonics and KS1</p> <p>For at least 80% of children in receipt of PP funding, who do not have a cognitive SEND need, to reach age-related expectations in reading, writing and maths and to meet the expectations for Year 1 &amp; 2 phonics check.</p> | <p>At least 80% of disadvantaged pupils who do not have a cognitive SEND need will reach age related expectations in reading, writing, maths and Phonics. Those that have a SEND need will make more than expected progress from their individual starting points.</p> <p>The difference in attainment between PP and Non-PP children is lessened.</p> <p>For the school results (EYFS, Phonics and end of key stage data) to be at least inline with National results.</p> |
| To ensure disadvantaged pupils with additional barriers to learning individual needs are addressed so that they make at least expected progress from starting points in, reading, writing and mathematics   | Disadvantaged pupils with additional barriers to learning will make at least expected progress from their starting points in reading, writing and mathematics. This will be evident in teacher’s class reports.   |

|  |   |
|--|---|
| To increase the percentage of PP children meeting Exceeding or Greater Depth in core subjects at the end of each year. | The percentage of PP children meeting exceeding or Greater Depth in reading, writing and mathematics will increase from previous end of year data.<br>This will be evident in teacher's class reports.<br>EYFS no longer have 'exceeding' statements for end of year data. School to decide how this could be shown in school.  |
| For all disadvantaged pupils to attend school regularly and on time. Attendance in line with all pupils.               | There will be a consistently sharp focus by teachers on the attendance and punctuality of disadvantaged pupils. Attendance and punctuality of targeted pupils will improve to be inline with all pupils.  |
| A range of carefully planned and focused CPD for all stakeholders to access.   | Subject leaders actively seek out courses within their area of expertise to upskill staff in order to continue to develop high quality teaching and learning. Carefully planned staff meetings held to disseminate skills to whole staff. Governor training needs identified and planned for. Evidence of training clear through monitoring visits and subsequent questions from their visit. |

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Purchase of resources to enable the support for children's speech, language and | Evidence suggests that disadvantaged pupils are more likely to be behind advantaged pupils in terms of their language development. Whole school CPD, leading to frequent interventions over a sustained period, will have a low cost but have a high impact, particularly for our disadvantaged pupils. | 1, 2 & 4                      |

|  |  |          |
|--|--|----------|
| <p>communication needs</p> <ul style="list-style-type: none"> <li>- Speech Link</li> <li>- Infant Language Link</li> </ul>   | <p><a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>   |          |
| <p>Whole school focus on vocabulary development</p> <ul style="list-style-type: none"> <li>- Create a school wide vocabulary curriculum document</li> <li>- Implement Word Aware strategies across the whole school and in class teaching</li> </ul> | <p>Research from EEF, T &amp; L toolkit Closing the gap, Andrews, Robinson and Hutchinson</p>  | 1, 2 & 4 |
| <p>CPD</p>   | <p>Relevant, regular, high-quality CPD for all stakeholders</p> <p>EEF – Effective Professional Development<br/> <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1734618297">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1734618297</a></p> | 4        |

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

Budgeted cost: £40,000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Pupils who need to catch-up:<br/>Teachers will be accountable for</p> | <p>Teacher efficacy. Hattie Visible learning<br/>Feedback EEF T&amp;L toolkit</p> | 2                             |

|   |  |          |
|---|--|----------|
| outcomes and provision, through intervention timetables showing support for disadvantaged pupils and for all pupils who need to catch-up/focus on gaps  |  |          |
| Employ staff to deliver catch-up interventions during the school day.   | EEF - One-to-one tuition +5m   | 1 & 2    |
| Implement Speech Link across the school <ul style="list-style-type: none"> <li>- Provide CPD for all staff</li> <li>- Assess all children</li> <li>- Implement Speech Link intervention with identified children</li> <li>- Refer to SaLT identified children</li> </ul>                    | <p>A large number of children enter the school with poor speech, language and communication skills, so by giving them the tools required for effective communication, better progress will be made across the curriculum</p> <p>EEF - Oral language interventions +5m<br/> EEF - Small group tuition +4m<br/> EEF - Early Intervention +5m</p> | 1, 2 & 4 |
| Implement Infant Language Link across the school <ul style="list-style-type: none"> <li>- Provide CPD for all staff</li> <li>- Assess all children</li> <li>- Implement Infant Language Link interventions with identified children</li> <li>- Refer to SaLT identified children</li> </ul> | <p>A large number of children enter the school with poor speech, language and communication skills, so by giving them the tools required for effective communication, better progress will be made across the curriculum</p> <p>EEF - Oral language interventions +5m<br/> EEF - Small group tuition +4m<br/> EEF - Early Intervention +5m</p> | 1, 2 & 4 |
| Provide PP children with targeted support linked to Reading, Writing and Mathematics. Class teachers will ensure that children  | The percentage of PP children meeting the expected standard in Reading, Writing, Maths and Communication is lower than Non-PP children. These interventions will support the children to address misconceptions and build upon prior learning to ensure that the   | 2        |

|  |  |  |
|--|--|--|
| are supported to fill the gaps that assessments have identified. | gap between the PP and Non-PP diminishes.<br>EEF - Small group tuition +4m<br>EEF - Early Intervention +5m |  |
|--|--|--|

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

Budgeted cost: £7,813

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Decrease the percentage of children regarded as Persistent Absentees – currently 18.4%</p> <p>Attendance across the school will continue to be in line or above Government expectations of at least 95% consistently.</p> <ul style="list-style-type: none"> <li>- HT and AO to have regular attendance meetings and to follow up with school policy strategies, including personalised strategies used.</li> <li>- Half-termly tracking of all PPG (including SEND and CP/CIN) pupils.</li> <li>- Raise the profile of this group through communication with teachers, leaders and governors.</li> </ul> | <p>The attendance of a small minority continues to be lower than expected and the children are not making enough progress. Individual records will be kept showing the support provided and the impact of this support.</p> <p>Improving attendance, the key for school leadership summary of research and case studies</p> <p>Guidance form the DFE’s ‘Working together to improve school attendance’ document, 2024, document will be followed where applicable to improve attendance and reduce the number of persistent absentees.</p> <p>EEF T&amp;L toolkit<br/>EEF Parental engagement +3m</p> <p><a href="https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf">https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf</a></p> | 3                             |

**Total budgeted cost: £67,813**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

| <b><u>2023-2024 Outcomes</u></b>       |         |         |         |         |       |         |          |         |
|--|---------|---------|---------|---------|-------|---------|----------|---------|
| <b><u>End of Year Outcomes KS1</u></b> |         |         |         |         |       |         |          |         |
| End of Year 1<br>(60 chn)              | Reading |         | Writing |         | Maths |         | Combined |         |
|  | PPG     | Not PPG | PPG     | Not PPG | PPG   | Not PPG | PPG      | Not PPG |
| Working at or above                    | 54%     | 65%     | 54%     | 60%     | 47%   | 68%     | 60%      | 60%     |
| Working above                          | 7%      | 16%     | 7%      | 11%     | 7%    | 4%      | 0%       | 2%      |

  

| End of Year 2<br>(60 chn) | Reading |         | Writing |         | Maths |         | Combined |         |
|---------------------------|---------|---------|---------|---------|-------|---------|----------|---------|
|                           | PPG     | Not PPG | PPG     | Not PPG | PPG   | Not PPG | PPG      | Not PPG |
| Working at or above       | 82%     | 68%     | 59%     | 61%     | 65%   | 63%     | 53%      | 58%     |
| Working above             | 6%      | 19%     | 0%      | 12%     | 0%    | 7%      | 0%       | 7%      |

As a school, in Year 2, our PPG pupils have a positive attainment gap over our non-PPG pupils in both reading (+14%) and maths (+2%). However, in writing there is a negative attainment gap, although this is very small at -2%.

Due to KS1 SATs being scrapped, there is no new national data to compare to. Using last years data as a baseline (see below), our PPG pupils are still achieving well above the national average from 2023.

The following is taken from - <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-1-and-phonics-screening-check-attainment>

**Attainment by disadvantage status**

Attainment has increased in 2023 compared to 2022 for both disadvantaged pupils and all other pupils in all subjects. The attainment of disadvantaged pupils has increased more than for other pupils in all subjects, closing the disadvantage attainment gap.

In **reading**, attainment increased from 51% to 54% for disadvantaged pupils and from 72% to 73% for other pupils.

In **writing**, attainment increased from 41% to 44% for disadvantaged pupils and from 63% to 65% for other pupils.

In **maths**, attainment increased from 52% to 56% for disadvantaged pupils and from 73% to 75% for other pupils.

The proportion of year 2 pupils classified as disadvantaged decreased from 25% in 2016 to 21% in 2019, before increasing again to 25% in 2022 and 26% in 2023.

### **Phonics Screening Check**

|                                  | Percentage      |                 |                  | Number of Children |      |                  |
|----------------------------------|-----------------|-----------------|------------------|--------------------|------|------------------|
|                                  | Not PPG         | PPG             | PPG without SEND | Not PPG            | PPG  | PPG without SEND |
| <b>Year 1 (60)</b>               | 67%<br>(45 chn) | 53%<br>(15 chn) | 62%              | 30/45              | 8/15 | 8/13             |
| <b>Year 2 (14)</b><br>(60 total) | 60%             | 75%             | N/A              | 6/10               | 3/4  | N/A              |

Overall, by the end of Year 2, 92% of pupils passed the Phonics Screening Check. (46 passed in Year 1, 9 more passed in Year 2)

Overall, in Year 1, 64% of pupils passed the Phonics Screening Check.

The following is taken from - <https://explore-education-statistics.service.gov.uk/find-statistics/phonics-screening-check-attainment>

### **Attainment by disadvantage status**

Attainment in the phonics screening check has increased compared to 2023 for both disadvantaged pupils and other pupils. Attainment of the expected standard in the phonics screening check in year 1 increased from 66% to 68% for disadvantaged pupils, and from 83% to 84% for other pupils. This gives a gap of 16 percentage points, unchanged from 2023 (based on unrounded data).

The proportion of eligible year 1 pupils classified as disadvantaged remained the same at 23%.

## **EYFS – Good Level of Development (GLD) – Achieving the first 12 ELGs**

|             | Percentage |         |       |                  | Number of Children |         |      |                  |
|-------------|------------|---------|-------|------------------|--------------------|---------|------|------------------|
|             | Overall    | Not PPG | PPG   | PPG without SEND | Overall            | Not PPG | PPG  | PPG without SEND |
| <b>2024</b> | 64%        | 67%     | 43%   | 50%              | 37/60              | 34/53   | 3/7  | 3/6              |
| <b>2023</b> | 63.93%     | 68%     | 45.5% | 55.6%            | 39/61              | 34/50   | 5/11 | 5/9              |
| <b>2022</b> | 55.9%      | 62.2%   | 35.7% | 38.5%            | 33/59              | 28/45   | 5/14 | 5/13             |
| <b>2021</b> | 38%        | 44%     | 10%   | 11.1%            | 23/60              | 22/50   | 1/10 | 1/9              |

In 2021, the gap between disadvantaged pupils and their peers was 34%. In 2022, the gap had reduced by -7.5% to 26.5%. In 2023, the gap has reduced further by -4% to 22.5%. In 2024, it has increased by +1.5% to 24%.

National data 2022/23 – 67.7% of children achieved a good level of development (GLD).

National data for Disadvantaged 2022/2023 – PPG - 51.5%, Not PPG – 72%, Gap = 20.5%

### **Speech and Language**

In January 2024, the new SENDCo started to introduce Speech Link and Infant Language Link interventions, mainly focusing on children in Year 1. These programmes were introduced to aid transition and continuity for children moving on to the Junior school. This was also first introduced into Year 1 due to the high percentage of children with SLCN. Both Speech Link and Infant Language Link were officially implemented across the school from September 2024 (Reception-Year 2) with all children being assessed for both programmes. Nursery are still currently using Kauffman and Wellcomm.

### **Attendance**

18.4% (7/39 chn) Pupil Premium children were persistent absentees in 2023-2024 with a yearly attendance percentage below 90%. This was down from 44% the year before (18/41 chn). The persistent absentees in 2023-2024 for the non-PP children was 12.8% (18/141 chn). The gap equating to +5.6%. This was a huge gap reduction from the previous year and is felt we have achieved our persistent absentees target from the previous strategy plan. We will continue to monitor this percentage.

## **Enrichment**

- In Year 2 64.7% (11/17) PPG children attended clubs throughout the year.
- In Year 1 28.6% (4/14) PPG children attended clubs throughout the year.
- In Reception 33.3% (3/9) PPG children attended the Ready4Schools Club in the Autumn Term.
- 4 PPG children participated in the SSP Year of Numbers Active Maths Festival.
- All PPG children are invited to participate in all clubs.
- 7 PPG children in Year 2 participated at the Dance Festival including attending dance club at lunchtimes.
- 8 PPG children in Year 2 participated at the Infant Music Festival including attending choir at lunchtimes.
- 100% of PPG children attended the whole school Pantomime trip.

We will continue to encourage Pupil Premium children to participate in clubs and are looking into starting up a wider selection of clubs which would also be free to attend.

## **Wellbeing and Behaviour**

The most recent parent survey highlights that 99% and above of parents feel that their child is happy and feels safe at Canvey Island Infant School and Nursery and the school helps to support the children to be well-behaved.

The most recent pupil survey highlights that the vast majority of children always feel happy and safe at school and most feel that everyone else behaves well at school. When talking to the children around the school they are often very positive about their experience at Canvey Island Infant School and Nursery.

## **Externally provided programmes**

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

| <b>Programme</b> | <b>Provider</b> |
|------------------|-----------------|
|                  |                 |
|                  |                 |