

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Canvey Island Infant School and Nursery
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	24.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Sandra Dorrington
Pupil premium lead	Helen Maynard
Governor / Trustee lead	Ian Umpleby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 23/24	£59,655
Recovery premium funding allocation this academic year 23/24	£6,054
Pupil premium funding carried forward from previous years (enter £0 if not applicable) 22/23	£16,139
Total budget for this academic year 23/24 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£81,848

Part A: Pupil premium strategy plan

Statement of intent

Canvey Island Infant School and Nursery is a 2-form entry school with 180 on roll and a 30 place Nursery. We have 44 pupils on our Pupil Premium register; 24.4% of the school population.

At Canvey Island Infant School and Nursery around a quarter 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.

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.

We will use Pupil Premium funding to support our vision of our school being ‘a journey and not a destination’. 2020/21 has been an exceptionally challenging year for all of our school community and the money assigned to PPG will be fundamental in supporting this particular group of children.

Challenges

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

Challenge number	Detail of challenge
1	Speech and Language - A significant number of children who joined the school in September have poor speaking, listening and communication skills. To broaden children’s vocabulary across the school.
2	To lessen the difference in attainment between PP and Non-PP children.
3	Catch-up - Levels of engagement in remote/in-school education varied during the pandemic. As a result, there is a high percentage of children who need to catch-up so that they are working at age-related expectations. SEMH needs are also increasing – childhood traumas.
4	Multiple barriers to learning. About 34% disadvantaged pupils also have a SEND, or P/LAC or CIN/CP need, on the monitored list or lower attendance.

5	Access to extra-curricular activities – educational experiences such as trips and participation in physical activities.
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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
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 & 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.	<p>The percentage of PP children meeting exceeding or Greater Depth in reading, writing and mathematics will increase from previous end of year data.</p> <p>This will be evident in teacher’s class reports.</p> <p>EYFS no longer have ‘exceeding’ statements for end of year data. School</p>

	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.
To improve the teaching of all aspects of literacy within the school. To increase the outcomes of PP children in Literacy.	The difference in attainment between PP and Non-PP children is lessened.

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: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics: RWI phonics training for those staff new to school/new to phase. Phonics leader to evaluate effectiveness of phonics teaching in each class N-Y2, to plan appropriate remedial actions, monitor impact.	The Rose report. DfE reading framework. Reading from key topical professionals such as Christopher Such Phonics toolkit EEF DfE accredited phonics programmes. Phonics strategies, EEF T&L toolkit	2
Whole school focus on vocabulary development and further intervention for those who need to catch-up through the vocabulary intervention Purchase Word Aware and begin to	Research from EEF, T & L toolkit Closing the gap, Andrews, Robinson and Hutchinson	1, 2

implement in whole school and class teaching	<p>Purchased in April. Training was due in May, but this was postponed until October and November 2022.</p> <p>Training was undertaken and ideas to incorporate into our teaching strategies thought about. Introduction of these put on hold due to the future implementation of Talk4Writing.</p>	
<p>Teachers will provide all children with highly effective feedback which supports them to make good or better progress from starting points.</p> <p>Ensure that support is put in place to diminish any differences between PP and Non-PP children.</p> <p>Regular interventions are undertaken and monitored for impact.</p>	<p>By using robust systems to collect and analyse pupil data, incisive support is put in place for all children who require additional provision in making good progress with a specific focus on this priority group.</p> <p>EEF - Effective feedback +8m EEF - Small group tuition +4m</p>	1, 2
<p>Provide all children with challenging activities that extend their learning.</p> <p>Provide children with activities that allow them to apply their skills in a range of ways.</p>	<p>PP children perform significantly lower in this area compared to Non-PP children.</p> <p>EEF - Mastery learning +5m EEF - Effective feedback +8m EEF - Small group tuition +4m</p>	2, 4
<p>Undertake training around improving the quality of teaching of reading and writing in the school in the form of Read, Write, Inc training.</p>	<p>In writing, children in receipt of PP funding generally achieve lower than Non-PP children. Assessments show that PP children require additional support to improve their comprehension and vocabulary skills.</p>	1, 2, 4
<p>At the end of Summer term 2022, the end of key stage Maths results were the lowest out of the Reading, Writing and Maths.</p> <p>White Rose Maths is now used throughout the school (first full</p>	<p>A report of the Independent Teacher Workload Review Group highlighted that 'any resource will only be truly effective when it is supported by high quality training and professional development'.</p> <p>Report of the Independent Teacher Workload Review Group (2016) <i>Eliminating Unnecessary Workload</i></p>	2, 3, 4

<p>year will be 2022-2023).</p> <p>Arrange White Rose Maths training.</p>	<p><i>Around Planning and Teaching Resources</i>. London: Crown, p.9.</p> <p>Maths lead was on Maternity Leave for the majority of the academic year 2022-2023 and Autumn term 2023. Training will be sought for Spring or Summer 2024, if available.</p>	
<p>Talk4Writing to be implemented across the school.</p> <p>Talk4Writing training to be undertaken in September 2024.</p>	<p>Talk for Writing is an approach to teaching writing that encompasses a three-stage pedagogy: 'imitation' (where pupils learn and internalise texts, to identify transferrable ideas and structures), 'innovation' (where pupils use these ideas and structures to co-construct new versions with their teachers), and 'invention' (where teachers help pupils to create original texts independently). These tasks aim to improve writing ability by giving pupils an understanding of the structure and elements of written language. (taken from EEF)</p>	1, 2

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

Budgeted cost: £ 36,848

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupils who need to catch-up:</p> <p>Teachers will be accountable for outcomes and provision, through intervention timetables showing support for disadvantaged pupils and for all pupils who need to catch-up/focus on gaps</p>	<p>Teacher efficacy. Hattie Visible learning</p> <p>Feedback EEF T&L toolkit</p>	2, 3, 4

Employ staff to deliver catch-up interventions during the school day.	EEF - One-to-one tuition +5m	2, 3, 4
Run small group tutoring sessions after school – National Tutoring Programme	EEF – Small group tuition +4m	2, 3, 4
Disadvantaged/SEND pupils will make more than expected progress as a result of targeted provision (Personal Plans)	EEF Blog: Five evidence-based strategies to support high-quality teaching for pupils with SEND	2, 3, 4
Provide children with regular communication activities e.g Time to Talk, Colourful Semantics, SULP, Wellcomm	A large number of children enter the school with poor speech and language skills, so by giving them the tools required for effective communication, better progress will be made across the curriculum EEF - Oral language interventions +5m EEF - Small group tuition +4m EEF - Early Intervention +5m	1
Provide PP children with targeted support linked to Reading, Writing and Mathematics. Class teachers will ensure that children are supported to fill the gaps that assessments have identified.	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 gap between the PP and Non-PP diminishes. EEF - Small group tuition +4m EEF - Early Intervention +5m	1, 2, 3
Engage in the Nuffield Early Language Programme. Complete in Year 1 for those who started it in Reception.	These interventions will equip children with the skills required to access the appropriate curriculum. Nuffield foundation, closing the language gap Early years interventions EEF T&L toolkit.	4

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Decrease the percentage of children regarded as Persistent Absentees – currently 13.3%</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"> - HT and AO to have regular attendance meetings and to follow up with school policy strategies, including personalised strategies used. - Half-termly tracking of all PPG (including SEND and CP/CIN) pupils. - Raise the profile of this group through communication with teachers, leaders and governors. 	<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>EEF T&L toolkit</p> <p>EEF Parental engagement +3m</p>	<p>2, 3, 4</p>
<p>All children will participate in exciting learning activities that enable them to understand the wider world and to help to develop the 'whole child'. All children are given opportunities to experience new</p>	<p>At Canvey Island Infant School and Nursery we believe that every child should encounter the same experiences as their peers. No child will be excluded from any learning opportunity due to parents being unable to contribute and we will subsidise any child regardless of whether they are in receipt of PP funding or not. This funding will continue to support children in a</p>	<p>5</p>

<p>things to enhance their learning.</p> <p>Ensure that every child is given opportunities to participate in and experience new and exciting things</p>	<p>range of ways and contribute to developing the 'whole child'. For example:</p> <p>Breakfast club / after school club Educational visits Uniform Extra-curricular clubs for individuals</p>	
<p>Counselling – external service held in school.</p>	<p>Early intervention in Primary schools, before mental health problems become entrenched in adolescence and young adulthood, may help to prevent the long-term impacts of childhood mental health problems, including adverse educational outcomes.</p> <p>place2be.org</p> <p>One-to-one counselling intervention delivered to children in UK primary schools leads to improvements in children's mental health above and beyond that observed in a matched comparator group of children. These improvements in mental health were maintained over a 2-year follow-up period.</p> <p>place2be.org</p>	<p>4</p>
<p>Future aspirations - All disadvantaged pupils Raised future aspirations.</p> <ul style="list-style-type: none"> • All children in Year 2 will hold a school leader role at some point throughout the year – school councillor, friendly faces, library monitors, team captains 	<p>Sutton Trust, promoting access to schools and academic achievement</p>	<p>3</p>

Total budgeted cost: £81,848

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2020 to 2021 academic year**.

Due to COVID 19 end of year attainment for 2020 - 2021 is not available.

The changes to educational provision caused by the COVID-19 means our use of the funding has been adapted to meet pupil need whilst maintaining, where possible, the principles outlined in the plan.

During the partial closure, the following key steps were taken to ensure that barriers to learning continued to be a focus including vulnerable pupils attending school, ensuring accessibility to home learning resources and family support through regular contact for those identified as highly vulnerable.

Teacher assessment data was collated in December 2020, March 2021 and July 2021. Data identified that in Year 2, 100% of PP children made progress in Reading and Writing, however, 86.6% of PP children made some progress in Maths during the school closure between January and March.

During the school closure period, in Year 1, only 37.5% of PP children made progress in either Reading, Writing or Maths. Most of the children's attainment either stayed the same or regressed in Reading, Writing and Maths.

Children who required additional support were identified and support was put in place. This included both classes in Year 1 and Year 2 receiving an adult in the afternoons to provide one-to-one interventions for children. This support continued to the end of the school year and has also been able to continue this academic year so far (December 2021).

Data for July 2021, showed that most of the disadvantaged children made progress but the overall level of attainment was lower than previous end of year data.

Two class sets of iPads, two charging trolleys and the appropriate licences were purchased last year with Pupil Premium funding to enable all children to access opportunities to improve their computing skills and access a variety of digital resources to enhance their learning experiences. These iPads were also used to support home learning during the school closure for those that did not have access to a device at home.

This details the impact that our pupil premium activity had on pupils in the **2021 to 2022 academic year**.

2021-2022 Outcomes

End of Year Outcomes KS1

End of Year 1	Reading		Writing		Maths	
	PPG	Not PPG	PPG	Not PPG	PPG	Not PPG
Working at	46%	45%	23%	40%	54%	51%
Working above	0%	23%	0%	6%	0%	9%

End of Year 2	Reading		Writing		Maths	
	PPG	Not PPG	PPG	Not PPG	PPG	Not PPG
Working at	19%	58%	19%	60%	25%	56%
Working above	6%	16%	0%	0%	0%	5%

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 fallen in 2022 compared to 2019 for both disadvantaged pupils and all other pupils at the expected and higher standards in all subjects. However, the attainment of disadvantaged pupils has fallen further than for other pupils in all subjects, increasing the disadvantage attainment gap.

In reading, attainment fell from 62% to 51% for disadvantaged pupils and from 78% to 72% for other pupils.

In writing, attainment fell from 55% to 41% for disadvantaged pupils and from 73% to 63% for other pupils.

In maths, attainment fell from 62% to 52% for disadvantaged pupils and from 79% to 73% for other pupils.

Phonics Screening Check

	Percentage			Number of Children		
	Not PPG	PPG	PPG without SEND	Not PPG	PPG	PPG without SEND
Year 1 (60)	77.1%	75%	81.8%	37/48	9/12	9/11
Year 2 (59)	90.5%	82.3%	85.7%	38/42	14/17	12/14

Overall, in Year 2, 88.1% of pupils passed the Phonics Screening Check.

Overall, in Year 1, 76.7% of pupils passed the Phonics Screening Check.

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 in the phonics screening check has fallen compared to 2019 for both disadvantaged pupils and other pupils. However, the attainment of disadvantaged pupils has fallen further than for other pupils, increasing the disadvantage attainment gap. Attainment of the expected standard in the phonics screening check in year 1 fell from 71% to 62% for disadvantaged pupils and from 84% to 80% for other pupils. This gives a gap of 17 percentage points, up from 14 percentage points in 2019.

The proportion of year 1 pupils classified as disadvantaged decreased from 24% in 2012 to 19% in 2019, before increasing to 23% in 2022.

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
2022	55.9%	62.2%	35.7%	38.5%	33/59	28/45	5/14	5/13
2021	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%. However, in 2022, the gap had reduced by 7.5% to 26.5%.

National data 2021/22 – 65.2% of children achieved a good level of development (GLD).

Essex data 2021/22 – 66.8% GLD

Disadvantaged – 48.6% GLD

Canvey data 2021/22 – 45.4% GLD

Disadvantaged – 32.5% GLD

Nuffield Early Language Programme (NELI)

We decided as a school to stop running the NELI programme, due to the amount of adult time it took to implement (each week - 3x 30 minute group sessions, 2x 15 minute individual sessions, plus time to plan and time to complete record sheets). This meant for a group of 4 children it totalled 4 hours of an LSA out of the classroom each week.

In June, Canvey Island was chosen as part of a 'levelling up' project for the Early Years. As part of this project, the Canvey cluster asked for support with Speech and Language and in particular we will be receiving packs and training on the Speech and Language programme Wellcomm. This will all be fully funded by the project.

This details the impact that our pupil premium activity had on pupils in the **2022 to 2023 academic year**.

2022-2023 Outcomes

End of Year Outcomes KS1

End of Year 1	Reading		Writing		Maths	
	PPG	Not PPG	PPG	Not PPG	PPG	Not PPG
Working at or above	73%	75%	60%	75%	60%	81%
Working above	20%	14%	0%	7%	0%	9%

End of Year 2	Reading		Writing		Maths	
	PPG	Not PPG	PPG	Not PPG	PPG	Not PPG
Working at	74%	64%	57%	67%	64%	65%
Working above	7%	13%	7%	11%	0%	11%

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
Year 1 (59)	80%	64%	N/A	36/45	9/14	N/A
Year 2 (15) (60 total)	50%	20%	60%	5/10	1/5	3/5

Overall, by the end of Year 2, 86.7% of pupils passed the Phonics Screening Check. (46 passed in Year 1, 6 more passed in Year 2)

Overall, in Year 1, 76.3% of pupils passed the Phonics Screening Check.

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 in the phonics screening check has increased compared to 2022 for both disadvantaged pupils and other pupils. Attainment of the expected standard in the phonics screening check in year 1 increased from 62% to 67% for disadvantaged pupils and from 80% to 83% for other pupils. This gives a gap of 16 percentage points, down from 17 percentage point in 2022, but up from 14 percentage points in 2019. This decrease in the gap is due to a larger increase in attainment compared to 2022 for the disadvantaged group.

The proportion of eligible year 1 pupils classified as disadvantaged decreased from 24% in 2012 to 19% in 2019, before increasing to 23% in 2022 and 2023.

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
2023	63.93%	68%	45.5%	55.6%	39/61	34/50	5/11	5/9
2022	55.9%	62.2%	35.7%	38.5%	33/59	28/45	5/14	5/13
2021	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 -9.8% to 16.7%.

National data 2022/23 – 67.2% of children achieved a good level of development (GLD).

National data for Disadvantaged 2022/2023 – PPG - 51.6%, Not PPG – 71.5%, Gap = 19.9%

Speech and Language

In June 2022, Canvey Island was chosen as part of a 'levelling up' project for the Early Years. As part of this project, the Canvey cluster asked for support with Speech and Language. In the Spring term 2023 we received packs and training on the Speech and Language programme Wellcomm. This was all fully funded by the project.

Since the training, Wellcomm assessments have been carried out in Reception to the children identified by the class teacher. As of Spring 2024, all children who attend our Nursery will be screened using Wellcomm and then all those who are new to the school in Reception in September 2024 will be screened too. This will ensure no pupils are missed who require this intervention.

Elklan training has also been attended by 4 LSAs last year and the Nursery teacher is due to complete training next academic year.

Attendance

Unfortunately, 44% (18/41) Pupil Premium children were persistent absentees in 2022-2023 with an attendance percentage below 90%.

Enrichment

- In Year 2 64.3% (9/14) PPG children attended clubs throughout the year.
- In Year 1 56.3% (9/16) PPG children attended clubs throughout the year.
- In Reception 27.3% (3/11) PPG children attended Ready4Action and Ready4Schools Clubs throughout the year.
- All PPG children are invited to participate in all clubs.
- 3 PPG children in Year 2 participated at the Dance Festival including attending dance club at lunchtimes.
- 4 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.

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 purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are.

You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.