

## 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 ( <b>3-year plans are recommended</b> )	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
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	£60,940
Recovery premium funding allocation this academic year	£7,549
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£6,463
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£74,952

# 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.

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.

## 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.

	<p>This will be evident in teacher's class reports.</p> <p>EYFS no longer have 'exceeding' statements for end of year data. School to decide how this could be shown in school.</p>
<p>For all disadvantaged pupils to attend school regularly and on time. Attendance in line with all pupils.</p>	<p>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.</p>
<p>To improve the teaching of all aspects of literacy within the school. To increase the outcomes of PP children in Literacy.</p>	<p>The difference in attainment between PP and Non-PP children is lessened.</p>

## 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: £ 45,403

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

<p>vocabulary intervention</p> <p>Purchase Word Aware and begin to implement in whole school and class teaching</p>	<p>Purchased in April. Training was due in May, but this was postponed until October and November 2022.</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>	<p>1, 2</p>
<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>	<p>2, 4</p>
<p><del>Undertake training around improving the quality of teaching of reading and writing in the school in the form of Read, Write, Inc training.</del></p>	<p><del>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.</del></p>	<p><del>1, 2, 4</del></p>
<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</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)</p>	<p>2, 3, 4</p>

the school (first full year will be 2022-2023). Arrange White Rose Maths training.	<i>Eliminating Unnecessary Workload Around Planning and Teaching Resources</i> . London: Crown, p.9.	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 23,549

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils who need to catch-up: 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	Teacher efficacy. Hattie Visible learning Feedback EEF T&L toolkit	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	A large number of children enter the school with poor speech and language skills, so by giving them the tools required for effective	1

Talk, Colourful Semantics, SULP	communication, better progress will be made across the curriculum EEF - Oral language interventions +5m EEF - Small group tuition +4m EEF - Early Intervention +5m	
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.	<del>These interventions will equip children with the skills required to access the appropriate curriculum.</del>  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: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Decrease the percentage of children regarded as Persistent Absentees – currently 13.3% Attendance across the school will continue to be in line or above Government expectations of at least 95% consistently.	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. EEF Parental engagement +3m	2, 3, 4

<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 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>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 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>	5
<p><del>Counselling— external service held in school.</del></p>	<p><del>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.</del></p> <p><del>place2be.org</del></p> <p><del>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.</del></p> <p><del>place2be.org</del></p>	4

**Total budgeted cost: £80,182**

## 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 2021 to 2022 academic year.

2021-2022 Outcomes						
<b><u>End of Year Outcomes KS1</u></b>						
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.

## 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.*