

## 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 2021
Date on which it will be reviewed	July 2022
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	£59,180
Recovery premium funding allocation this academic year	£6,380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£14,622
<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	£80,182

# 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 15 children currently in the 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 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 100% to meet the expectations for Year 1 &amp; 2 phonics check.</p>	<p>100% 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: £ 38,182

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>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>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>	<p>1, 2, 4</p>

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

Budgeted cost: £ 30,000

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 Talk, Colourful Semantics, SULP	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	The percentage of PP children meeting the expected standard in	1, 2, 3

linked to Reading, Writing and Mathematics. Class teachers will ensure that children are supported to fill the gaps that assessments have identified.	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	
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.	1

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

Budgeted cost: £ 12,000

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
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	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	5

<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><a href="http://place2be.org">place2be.org</a></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><a href="http://place2be.org">place2be.org</a></p>	<p>4</p>

**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 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.

## 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

## 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.*