

Fowey School Pupil premium strategy statement 2021-2024

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	Fowey Primary School
Number of pupils in school	155
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	Autumn 2021
Date on which it will be reviewed	Autumn 2022
Statement authorised by	Natalie Simmonds
Pupil premium lead	Natalie Simmonds
Governor / Trustee lead	Michelle Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,280
Recovery premium funding allocation this academic year	£3,480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£39,760

Part A: Pupil premium strategy plan

Statement of intent

The ultimate goal for our disadvantaged pupils is that they can attend school every day without barriers, that they receive high quality teaching and excellent opportunities every day and that they leave Fowey Primary school with the confidence, skills and knowledge to access the secondary curriculum and succeed.

All pupils, irrespective of their background or the challenges they face, make good progress and achieve highly across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. Our aim is to ensure that our disadvantaged pupils achievements are in line with or exceed that of their non-disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. All members of staff and the governing body accept responsibility for 'disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment.

Fowey primary School will:

- Have the expectation that our disadvantaged pupils achievements are in line with or exceed that of their non-disadvantaged peers.
- Manage funding so that it is always spent on the targeted group of pupils.
- Never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged pupils to achieve the highest levels.
- Analyse which pupils were underachieving, particularly in English and mathematics, and why.
- Draw on research evidence (such as the EEF) and evidence from our own and others' experiences to allocate the funding to the activities that were most likely to have significant impact on improving achievement.
- Be very clear about the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Quality First Teaching is paramount.

- Use achievement data frequently to check whether interventions or strategies are working and adjust accordingly, rather than using the data retrospectively to see if something has worked.
- Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve.
- Systematically focus on giving pupils clear, useful feedback about their work, and ways that they could improve it. (AFL)

Challenges

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

Challenge number	Detail of challenge																												
1.	<p>Disadvantaged pupils and vulnerable families have higher absence rates than those who are not disadvantaged.</p> <p>Attendance data for 2020-21 shows that Persistent Absence for the school is 3.38% in comparison to PP PA which is 40%. See further breakdown of attendance for disadvantaged pupils below.</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">2019/20</th> <th colspan="2">2020/21</th> <th colspan="2">2021/22</th> </tr> <tr> <th></th> <th>School</th> <th>PP</th> <th>School</th> <th>PP</th> <th>School</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>91.5%</td> <td>90.5%</td> <td>96.6%</td> <td>96.4%</td> <td>91.4%</td> <td>88.7%</td> </tr> <tr> <td>PA</td> <td>25.31% 41 students</td> <td>19.51% (8/41)</td> <td>3.38% 5 students</td> <td>40% (2/5)</td> <td>32.3% 52 students</td> <td>40.38% (21/52)</td> </tr> </tbody> </table>		2019/20		2020/21		2021/22			School	PP	School	PP	School	PP	Attendance	91.5%	90.5%	96.6%	96.4%	91.4%	88.7%	PA	25.31% 41 students	19.51% (8/41)	3.38% 5 students	40% (2/5)	32.3% 52 students	40.38% (21/52)
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2.	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies such as the EEF study that found:</p> <p><i>“Significantly lower achievement”, with a “large and concerning gap” for disadvantaged pupils following lockdown. Overall performance in both reading and mathematics in autumn 2020 was found to be significantly lower compared to the 2017 cohort, with pupils, on average, making two months less progress in both subject areas compared to the standardisation sample.</i></p>																												

	<p><i>Worryingly, the study finds that a very large number of pupils were unable to engage effectively with the tests. The study also finds a large and concerning gap between the attainment of disadvantaged pupils and non-disadvantaged pupils. For both reading and maths this gap is estimated to be the equivalent of seven months' learning"</i></p> <p>This has resulted in significant knowledge gaps leading to disadvantaged pupils falling even further behind age-related expectations</p>
3.	<p>Assessments, observations, and discussions with pupil's show that pupils that repeatedly fail to pass the phonics screening are disadvantaged with only 25% of disadvantaged pupils passing the November 2022 screening. In addition, lack of early reading support at home and pre-school phonics provision for disadvantaged pupils negatively impacts their development as readers.</p>
4.	<p>Internal and external (where available) assessments indicate that maths progress and attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p>
5.	<p>Since the pandemic, we have seen a rise in social, emotional and mental health concerns and referrals. The school has experienced more frequent and extreme social, emotional, mental health and behaviour concerns. This impacts upon attainment and progress for the pupils experiencing this as well as their peers.</p> <p>Number of FTE</p> <p>Fowey had 2 FTEs in 2020/21 (3 in 2019-2020). The 2 were for 2 different pupils, totalling 4.5 days. 1 of those two were disadvantaged (1 out of 31 dis pupils = 3.2%).</p> <p>In 2021-2022 there were 23 suspensions involving 10 pupils. 2 of these ten pupils are disadvantaged.</p> <p>Behaviour support and SENDCo capacity for vulnerable pupils has been increased following the pandemic including afternoon TIS provision for identified pupils.</p> <p>TA run nurture group at playtimes and lunchtimes.</p>

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
<p>Every child will leave Key Stage 1 at Fowey Primary School able to read fluently. Pupils eligible for Pupil Premium, who do not also</p>	<p>A higher percentage of PP children will pass the Yr1 screening in June 2022</p> <p>More PP children will pass the Yr2 screening.</p>

<p>have a SEND need, will pass the Phonics Screening preferably in Yr1, but if not in Yr2.</p>	<p>Phonics scores will be in line with similar school nationally https://educationendowmentfoundation.org.uk/support-for-schools/families-of-schools-database</p>
<p>Children identified as having multiple barriers due to SEND/PP/mobility are supported through a multi-agency approach.</p>	<p>Pupil progress for these pupils will be tracked to ensure progress will not be affected by these experiences. Percentage of PP pupils achieving the expected standard in reading, writing and maths is comparable with similar schools. https://educationendowmentfoundation.org.uk/support-for-schools/families-of-schools-database</p>
<p>Increased attendance rates and punctuality for pupils eligible for pupil premium.</p>	<p>Sustained high attendance from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced so that it is no more than 2%. • Significantly reduce the percentage of all pupils who are persistently absent and close the gap between non-disadvantaged and disadvantaged pupils to below 8%
<p>Behavioural issues addressed.</p>	<p>Fewer suspensions and behaviour incidents recorded for pupils eligible for Pupil Premium than in 2021-22. All disadvantaged pupils in EYFS will meet the expected standard for managing feelings and behaviours. Large mixed age classes in afternoons were contributing to SEMH and behavioural needs in the year 5 and 6 classes which were mixed into a group over 40 pupils in the afternoons. Leadership have addressed this by changing to smaller, single year group classes.</p>
<p>To close the gap between PP and Non-PP peers widened by the pandemic</p>	<p>Funding to be utilised to deploy an outstanding teacher from another CELT setting to ensure rapid progress of Y6 pupils so that they are ready for the next phase in their education. Percentage of PP pupils achieving the expected standard in reading, writing and maths is comparable with similar schools.</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: £ 20, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement the schools use of the DfE approved phonics programme- Read, Write Inc.</p>	<p>Ensure all relevant staff (including new staff) have received training to deliver the Read, Write, Inc phonics scheme effectively with fidelity. Roll this out to Key Stage 2 staff so that high quality intervention can take place in Key Stage 2 using Fresh Start. Phonics screening check results are in line with the national average.</p> <p>Access to the Online Subscription for staff training.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>3</p>
<p>High Quality Curriculum.</p> <p>Whole school Power Maths, Whole Class Reading and The Write Stuff training.</p> <p>Bespoke staff CPD around subject knowledge and pedagogy.</p>	<p>Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment. Including the EEF publication 'Using your Pupil Premium 1, 3-6 7 Effectively'</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>The CELT curriculum blueprint will be implemented across Fowey Primary School including the implementation of Power Maths, Whole Class Reading and 'The Write Stuff'. Staff will be fully trained in the pedagogy of each scheme of learning.</p> <p>Investment in quality texts and resources to ensure the best pupil experience.</p> <p>Mixed age classes have been separated into discrete year groups to ensure curriculum coverage of each phase in primary education.</p>	<p>2,3,4</p>

<p>Quality First Teaching with high levels of adult to pupil ratio to support rapid progress and cohort specific SEMH needs.</p>	<p>Quality of Education is consistently at least good in all classes.</p> <p>Year 5 and year 6 to be taught in separate classes- with dedicated class teacher on 1.0 FTE from Autumn 2.</p> <p>TIS trained member of support staff placed in year 6 to address SEMH needs.</p> <p>Member of support staff placed full time in Year 5 to support pupil with high level of SEMH need.</p> <p>Outstanding Year 6 teacher moved across from another CELT school to support year 6 (where there are a higher proportion of disadvantaged learners) in becoming prepared for the next phase in their education.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	<p>2,3,4,5</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Additional 1:1 phonics sessions, targeted at disadvantaged pupils who require further phonics support. This will be delivered with training from RWI.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. Online subscription films sent home and 1:1 target tutoring by trained support staff.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>The 'Closing the Attainment Gap' document produced by EEF shows that targeted small group and 1:1 intervention has the largest potential for immediate impact on attainment. https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviibh.pdf There is extensive evidence showing the positive impact that RWI has on attainment in</p>	<p>3</p>

	phonics, particularly the number of children passing the phonics screening.	
<p>Nuffield Early language intervention in Early years.</p> <p>https://www.elklan.co.uk/NELI</p>	<p>Early intervention is known to close the attainment gap between disadvantaged children and their more affluent peers. This will be run by class teachers so will be embedded into everyday practice. NELI has been robustly evaluated through a randomised control trial between June 2018 and November 2019. The results provide strong evidence for the effectiveness of the NELI programme. The trial involved 1,156 pupils in 193 schools. NELI children made an average of 3 additional months' progress in language. This result has a very high security rating: 5 out of 5 on the EEF padlock scale.</p> <p>https://www.nuffieldfoundation.org/project/nuffield-earlylanguage-intervention</p> <p>https://www.elklan.co.uk/OurWork/CaseStudies/NELI/</p>	2
<p>Engaging with the National Tutoring Programme to provide tuition in small groups planned and monitored by the class teacher whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attaining pupils.</p>	<p>1:1 tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4
<p>Increased trust SENDCo support (x 1 day SG 1 x day of SDLS) and use of multi-agency support team or targeted sessions with CELT therapist for pupils with acute SEMH needs.</p> <p>Targeted Draw and Talk sessions</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social Emotional Learning can lead to learning gains of +4 months over the course of a year. Additional SEND support sought from trust SENDCo to ensure capacity to support learners with SEND needs and identify and accurate record of need across the school. Additional SEND support required When behaviour needs cannot be met on universal or targeted level and the school has followed the Graduated Approach, specialist advice and services can be sought from the MAST team including support at TAC meetings,</p>	5

delivered by trained support staff.	therapy services and family support for boundaries.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Education Welfare Service EWO support and the School Attendance Officer will work with families to improve attendance, particularly for PP PA children.	Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%. Improving 'Attendance Guidance Report' and 'Working with Parents to Support Children's Learning Guidance Report' from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	1,2
Extra-Curricular Activities and Curriculum Enrichment 50% subsidy of school trips for PP pupils. Facilitating access to before and after school clubs a priority for PP pupils.	One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances. To build cultural capital, pupils not only need knowledge, they also need attitudes, tastes, values and language. Pupils need access to experiences to enable them to accumulate these skills.	5
Free Breakfast club places for disadvantaged learners.	Evaluation from the EEF found that in schools where there are free of charge before school, there was an average of 2 months' additional progress for pupils in Key Stage 1. Schools that had a Breakfast Club also saw improved attendance	2,5
Free cardigan or jumper every year for every PP pupil. Financial support for	The EEF suggests that wearing a uniform is not, on its own, likely to improve learning, but it supports a sense of identity, belonging and the development of a school ethos and the improvement of behaviour and discipline.	5

purchasing uniform when required.	Children will know what it means to be ready to learn and will take pride in their appearance.	
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Total budgeted cost: £ 40,000

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, performance measures have not been published for 2020 to 2021, however key headlines from internal data have shown the following:

- 0% of disadvantaged pupils met GLD in Early years with weaknesses in writing and maths were barriers to these pupil achievement.
- Reading attainment and progress is weaker than non-disadvantaged in the majority of year groups and against local and national benchmarks. 33% of disadvantaged Pupils achieved phonics screening in November 2022.
- 0% of Year 2 disadvantaged pupils achieving expected standards in reading, writing or maths in Autumn 2021 assessments (there was no data available for Year 2 disadvantaged pupils Summer 2021 as there were no disadvantaged pupils in year 2 last year).
- Year 6: 22% of disadvantaged pupils achieved ARE in reading assessments and 0% achieving maths, 11% in GPS autumn 2022 SATS assessments (There was no teacher assessment available for Year 6 2021).

The school is now under a CELT [Rapid Improvement Group](#) and is supported by a CELT leadership support that have reviewed and updated curriculum planning and delivery.

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
Read, Write Inc	Oxford University Press

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

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