

Fowey School Pupil premium strategy statement 2022-2025

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	152
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	Autumn 2022
Date on which it will be reviewed	Autumn 2023
Statement authorised by	Liz Measom
Pupil premium lead	Liz Measom
Governor / Trustee lead	Michelle Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,075
Recovery premium funding allocation this academic year	£4930
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	£59,005

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.	Disadvantaged pupils and vulnerable families have higher absence rates than those who are not disadvantaged. Academic year 2021-2022 pupils who were non pupil premium had attendance of 92.66. % while pupil premium had an attendance of 90.60%. 24 pupils were identified as persistent absentees. As a school our target this year is to levels of attendance for all pupils of 96% and a persistent absence levels at 8%% of below
2.	Progress and attainment in 2021-2022 writing and math is lower than non-disadvantaged pupils in Key stage 2 with attainment of disadvantaged pupils writing at 60% (no GDS) and Math's 50% (no GDS) Work in closing the gap has been effective in reading and but needs to be continued in writing. In KS1 we can see attainment is below non-disadvantaged in all areas, with writing a key focus again.
3.	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.
4.	Internal and external (where available) assessments indicate that maths progress and attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.

5.	We have seen a rise in social, emotional and mental health concerns and referrals, particularly among disadvantaged pupils following the pandemic and those who are looked after children or in special guardianship. Behaviour support for vulnerable pupils has been increased including nurture provision for identified pupils. Pupils in Early years have lower on Autumn assessments levels in Listening and Understand, self-regulation and managing self.
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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
Every child will leave Key Stage 1 at Fowey Primary School able to read fluently. Pupils eligible for Pupil Premium, who do not also	2022- 2023 90% of pupils will pass their phonics screening check, with all disadvantaged pupils passing the check in Year 1
have a SEND need, will pass the Phonics Screening preferably in Yr1, but if not in Yr2.	Phonics scores will be in line with similar school nationally
Children identified as having multiple barriers due to SEND/PP/mobility are supported through a multi-agency approach.	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
Increased attendance rates and punctuality for pupils eligible for pupil premium.	Sustained high attendance from 2022/23 demonstrated by: <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 10%, 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>To achieve and sustain improved wellbeing and positive behavior for all pupils at Fowey school particularly disadvantaged pupils</p>	<p>Sustained high levels of wellbeing from 2022/2023 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student voice and parent surveys and staff observations • Significant increase in participation in enrichments activities, especially among the disadvantaged • Higher levels of resilience in pupils shown in learning behaviors, outcomes, book looks, monitoring and observations
<p>To close the gap between PP and Non-PP peers</p>	<p>Percentage of PP pupils in Year 2 and Year 6 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: £ 27, 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 and continue to receive CPD 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>Continue to 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>3</p>
<p>High Quality Curriculum.</p> <p>Whole school Power Maths, Whole Class Reading and The Write Stuff training.</p>	<p>Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment.</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'. This continues to be monitored throughout the school and each year group.</p> <p>Investment in quality texts and resources to ensure the best pupil experience.</p> <p>Classes are taught in single year groups to help facilitate greater learning opportunities</p>	<p>2,3,4</p>

<p>Quality First Teaching emphasises high quality, inclusive teaching for all pupils in a class including differentiated learning and strategies to support SEND pupils' learning. There will be personalised learning to the individual needs of pupils, encouraging greater inclusion of pupils with SEN needs, and working to narrow the attainment gap for all children.</p>	<p>Quality of Education is consistently at least good in all classes.</p> <p>EEF Guide to Pupil Premium Key Principles https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/ page 3 – Quality Teaching Helps Every Child <i>“Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds”</i> <i>“Early Years education has huge promise in preventing the attainment gap becoming entrenched before children start school.”</i> (EEF The Attainment Gap 2018)</p> <p>TIS trained member of support staff in year 6 to address SEMH needs.</p> <p>Full time support staff placed full time in Year 5 to support pupil with high level of SEMH need.</p> <p>ELSA training for 1 support staff to help develop emotional resilience and develop emotional literacy</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: £ 17,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered with training from RWI including use of the Fresh Start program</p> <p>Daily phonics/spelling sessions for all children needing phonics support targeted at the individual needs of the child from highly trained teachers / TAs</p> <p>Ensure regular reading slots with class teachers /TA at least 3 x a week for all PP children (those with SEN – daily readers)</p> <p>Differentiated and targeted</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.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p><i>“We know that a good grasp of phonics is crucial for supporting younger pupils to master the basics of reading. Educational prospects for children who don’t achieve good literacy skills by the end of primary school are bleak.”</i> (EEF Article – Phonics Attainment Gap Widens September 2017) https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Improving_Literacy_in_KS1_Recommendations_Poster.pdf</p>	<p>3</p>

<p>activities during whole class guided reading lessons to encourage inclusion of all pupils and narrow any gaps in reading / phonics</p>		
<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>	<p>2</p>
<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 delivered by trained support staff.</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, therapy services and family support for boundaries.</p>	<p>1,2,3,4.5</p>

<p>A TA will provide weekly pre / post / additional teaching as required and discussed with class teacher for pairs / small groups of children.</p> <p>- As required, class teachers will provide short pre/post teaching sessions during the day where gaps are identified as part of the additional and highly personalised interventions for specific children / pairs of children</p>	<p>EEF Guide to Pupil Premium Key Principles https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/ page 5 – Targeted Academic Support</p> <p><i>“Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.”</i></p>	<p>2,3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Regular contact with families to confirm the school is here to support them as and when we are able.</p> <p>Timely action taken to address punctuality and absences</p> <p>Education Welfare Service EWO support and the School Attendance Officer will work with families to improve attendance, particularly for PP PA children.</p>	<p>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.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>“A pupil cannot benefit from a lesson if they are not present in the classroom, engaged in the lesson, and behaving appropriately for learning.”</p> <p>EEF Behaviour Report</p>	<p>1,2. 5</p>

<p>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.</p>	<p>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.</p> <p>EEF Guide to Pupil Premium Key Principles https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/ page 5 – Wider Strategies</p>	<p>5</p>
<p>Free Breakfast club places for disadvantaged learners.</p>	<p>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</p>	<p>2,5</p>

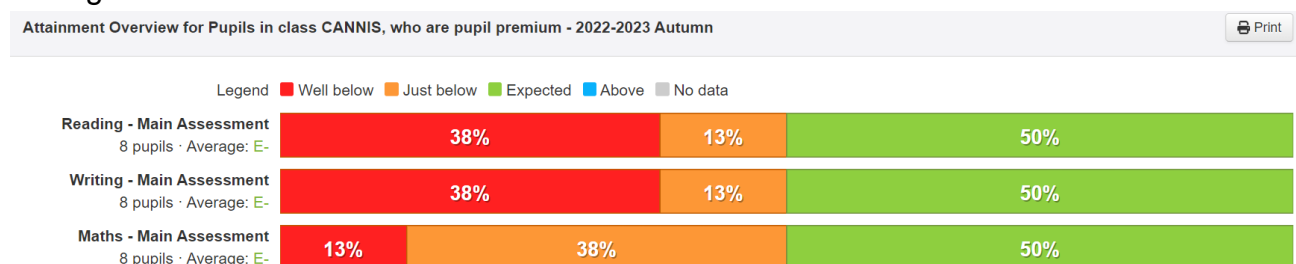
Total budgeted cost: £ 59,000

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 2021 to 2022 academic year.

- 75% of disadvantaged pupils are not predicted GLD in Early years from Autumn 22 assessment with weaknesses in listening, attention and understanding, Self regulation, Managing self, Fine motor, writing and word reading 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.
- 50% of Year 2 disadvantaged pupils achieving expected standards in reading, writing or maths in Autumn 2022 assessments

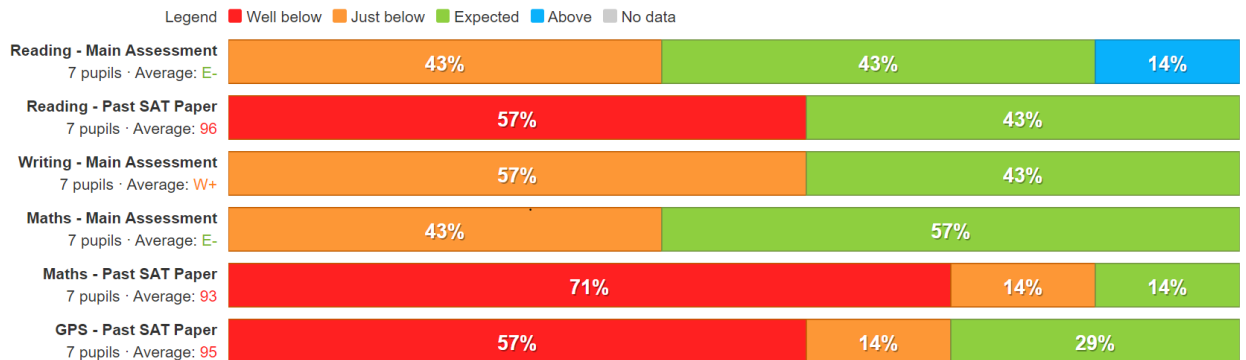


- Year 6: 57% of disadvantaged pupils achieved ARE or greater in reading

assessments and 43% achieving maths, 29% in GPS autumn 2022 SATS assessments

Attainment Overview for Pupils in class CARNE, who are pupil premium - 2022-2023 Autumn

Print



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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