

Fowey School Pupil premium strategy statement 2023-2026

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	131
Proportion (%) of pupil premium eligible pupils	23.6%%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	Autumn 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Liz Measom
Pupil premium lead	Liz Measom
Governor / Trustee lead	Michele Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,510
Recovery premium funding allocation this academic year	£0
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	£59,510

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.

When making decisions about using Pupil Premium funding, we have considered:

- The context of our school
- The needs of our pupils and families
- The challenges and barriers
- Research from the EEF (Education Endowment Fund)

Our ultimate objectives are:

To narrow the attainment gap between disadvantaged and nondisadvantaged Pupils.

For all disadvantaged Pupils in our school to make, or exceed, nationally expected progress rates.

To support our children's health and wellbeing to enable them to access learning.

Key Principles:

Ensure that teaching and learning opportunities meet the needs of all pupils.

Ensure that appropriate provision is made for pupils with multiple vulnerabilities.

To provide targeted interventions through small group or 1:1 support.

Support payment for activities, educational visits and residential visits, to ensure that children have first-hand experiences to draw upon in their learning.

Support from external agencies, including Behaviour Support, Mentoring etc

- 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.	We will ensure that the attendance of our disadvantaged pupils is the same as or higher than non-disadvantaged pupils. We are aiming for 97% attendance for all pupils by 2026.
2.	Assessments, observations have shown that pupils repeatedly fail to pass the phonics screening at the end of Year 2 are disadvantaged. 100% of disadvantaged children failed to pass the phonics screening in 2024 – this is a target that 100% of disadvantaged children pass the phonics screening in 2025
3.	Internal and external (where available) assessments indicate that writing progress and attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4.	Progress and attainment in math's in 2023- 2024 was lower than non-disadvantaged children in Key Stage 2. 43% not making ARE (32%) 29% making ARE (45% non-disadvantaged made ARE)

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 following the pandemic including nurture provision for identified pupils. We have not reported numbers here in this document due to the small numbers within school and the close-knit nature of our community.
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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 have a SEND need, will pass the Phonics Screening preferably in Yr1, but if not in Yr2.	At least 95% of pupils will pass their phonics screening check at the end of Year 1 All Year 2 disadvantaged children retaking Phonics screening will pass on re assessment Phonics scores will be in line with similar school nationally
All pupils can produce high quality writing and maths that is aware of its audience and purpose. Disadvantaged pupils are confident writers and mathematicians and they meet the expected standard for writing and maths in KS1 and 2.	KS2 writing outcomes will show that the majority of disadvantaged pupils meet the expected standard in writing (N.B. small cohort numbers exist across the school) and where these standards are not met, additional needs have been identified and are being addressed through the graduated response. Children's outcomes across the school in maths need to be in line with national Children perceptions of maths need to continue to be positive
Increased attendance rates and punctuality for pupils eligible for pupil premium.	Sustained high attendance from 2024/25 demonstrated by: The overall absence rate for all pupils being no more than 5%, 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 7% PA is significantly higher in disadvantaged groups – incentives such as activities at the ends and beginning for terms have been planned to make children and parents more willing to send their children into school. Penalty notice have been issued for children taking holidays in term time

<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 2024/2025 demonstrated by:</p> <p>Qualitative data from student voice, student voice and parent surveys and staff observations</p> <p>Significant increase in participation in enrichments activities, especially among the disadvantaged</p> <p>Higher levels of resilience in pupils shown in learning behaviors, outcomes, book looks, monitoring and observations</p>
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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
Implement the schools use of the DfE approved phonics programme- Read, Write Inc.	Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively with absolute fidelity- this is the Fowey way. Staff will not settle for phonics screening check results that are in line with the national average or explain pupils' poor progress by their background. Access to the Online Subscription for staff training and links to be sent out to parents. 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: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Implementation of new small schools writing curriculum with adaptive teaching methods fully embedded in all classrooms (use of Widgit, talking tins, oracy stems)	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' https://educationendowmentfoundation.org.uk/guidanceforteachers/using-pupil-premium	2,3,4,5
Implementation of WWN	Teachers will evaluate effectively to ensure misconceptions are addressed and personalised learning is available. Adaptive teaching methods will ensure that lessons are inclusive and all pupils, regardless of their starting points and their background, are able to access learning and make progress. Ensure all relevant staff (including new staff) have received paid-for training to deliver WWN scheme effectively with absolute fidelity- this is the Fowey way. Staff will not settle for results that are in line with the national average or explain pupils' poor progress by their background. Access to the Online Subscription for staff training and links to be sent out to parents. WWN 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:	

Implementation of Opening Worlds humanities curriculum in KS2 and teaching techniques in KS1.	<p>In four years, an average child in a professional family would accumulate experience with almost 45 million words, an average child in a working-class family 26 million words, and an average child in a welfare family 13 million words.' (Hart and Risley, 2003:9) . Opening Worlds is an ambitious humanities curriculum driven by the aspirations for our disadvantaged pupils. It is vocabulary rich and has teaching strategies which are targeted to securely embed knowledge and vocabulary. We believe that this curriculum will have maximum impact on pupil premium outcomes. Focus will be given to PP children when developing and embedding Habits of Discussion and other oracy tools.</p> <p>Oral language interventions EEF</p>	2,3,4,5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 20,000

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 activities during whole class guided reading lessons to encourage inclusion of all pupils and narrow any gaps in reading / phonics</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>One to one tuition is stated by the EEF toolkit as being one of the most effective interventions to close the disadvantaged gap and is even more effective when delivered by teaching staff.</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p>	1, 2

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.	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.	1,2,3,4,5
Enrichment through weekly forest school, Rock Steady, extra- curricular clubs, music lessons and wider curriculum – Fowey school fund 50% of trips visits.	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.	1,2,3,4,5

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

Budgeted cost: £ 4,510

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,</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>	1, 5

particularly for PP PA children.	EEF Behaviour Report	
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>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>	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	1,5

Total budgeted cost: £ 59005

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

2023 - 2024	Impact	Review
Sustain the schools use of the DfE approved phonics programme- Read, Write Inc.	100% of disadvantaged pupils did not pass in their phonics screening. (2 children. 2 pupils remain on the RWI program in Year 3	This initiative is to be continued as part of the 3year plan
Use of the Write Stuff writing program to help with raising attainment for PP children	<p>New Small school writing curriculum implemented in summer 2024</p> <p>100% of PP children achieved the expected standard in KS2 and KS1 no GDS writers were PP</p> <p>Writing across the school is not at the level it should be so this remains a target</p>	Writing to continue to be a focus but this will be supported through the introduction of Opening Worlds curriculum in KS2.
Continue to develop the teaching of mathematics across the school	<p>Progress and attainment in math's in 2023- 2024 was lower than non-disadvantaged children in Key Stage 2.</p> <p>43% not making ARE (32%)</p>	Continue as a target with the development of WWN across the school

	29% making ARE (45% non disadvantaged made ARE)																									
Attendance – robust approach to attendance – phone calls home, home visits, raising awareness of the importance of regular attendance.	<table><tr><th colspan="2">Overall attendance</th></tr><tr><td>Whole school</td><td>95.5%</td></tr><tr><td>National</td><td>96.2%</td></tr><tr><td>Cornwall</td><td>96.5%</td></tr><tr><td>Authorised</td><td>1.94%</td></tr><tr><td>Unauthorised</td><td>1%</td></tr><tr><td>PA</td><td>3.33.%</td></tr><tr><td>National PA</td><td>13.8%</td></tr><tr><td>SEND</td><td>95.3%</td></tr><tr><td>PP</td><td>96.2</td></tr><tr><td>Boys</td><td>97.3%</td></tr><tr><td>Girls</td><td>96.9%</td></tr></table>	Overall attendance		Whole school	95.5%	National	96.2%	Cornwall	96.5%	Authorised	1.94%	Unauthorised	1%	PA	3.33.%	National PA	13.8%	SEND	95.3%	PP	96.2	Boys	97.3%	Girls	96.9%	Continued as part of 3 year strategy – 2024/25 – first contact regarding attendance to be made by class teacher to continue to develop positive and supportive relationships between home and school.
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Whole school	95.5%																									
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PP	96.2																									
Boys	97.3%																									
Girls	96.9%																									

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
Power Maths White Rose addition	Pearsons
Winning with Number	Ben Harding
Opening Worlds	Haringey Education Partnership

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)