Fowey River Academy Pupil Premium Strategy 2018-19

Pupil Premium Funding Allocation 2018-19

The Government provides schools and academies with a ‘pupil premium’ which is additional to main school funding. This funding is provided to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Schools and academies are held accountable for the spending of these monies; performance tables will capture the progress and achievement of disadvantaged students covered by the Pupil Premium.

At Fowey River Academy we are committed to meeting the pastoral, social and academic needs of all students within a caring environment. As with every child in our care, a child who is considered to be ‘socially disadvantaged’ is valued, respected and entitled to develop to his/her full potential, irrespective of need. Our core principles emphasise that there should be no underperforming groups of students and we want all students to make at least good progress.

**How is the impact monitored?**

The monitoring and evaluation of the progress of all children is robust and is conducted in the following ways:

* Through regular pupil progress meetings where any child who is not on track or who is in danger of being left behind is identified.
* Weekly attendance data is scrutinised to identify if any pupil at risk of falling in to persistent absence (PA)
* Assessment points which enable the academic progress of children throughout the school to be identified.

In the approaches above, pupils eligible for pupil premium funding are monitored and supported through the range of resources the school has to offer. We compare the learning and achievement of children who are entitled to pupil premium with those children who are not entitled. This provides statistical outcomes from which areas of strength and further development of children eligible for Pupil Premium and the Pupil Premium Charter can be identified.

This document is reviewed on a termly basis.

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| NUMBER OF PUPILS AND PUPIL PREMIUM GRANT RECEIVED 2018-9 |
| Total number of pupils | 606 |
| Total number of pupils in receipt of Pupil Premium | 156 |
| Pupil Premium + (CIC or have been adopted or special guardianship) | 3 | Pupil Premium | 156 | Free School Meals | 60 | Service Children | 4 |

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| Total amount of pupil premium  | £157,070 |

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| **PUPIL PREMIUM** | **SUTTON TRUST (**[**Toolkit**](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/)**)****COST V. IMPACT** |
| **STRATEGY** | **MONITORING** | **DESIRED OUTCOMES AND IMPACT** | **Expenditure (£)** | **COST (££££)** | **EVIDENCE STRENGTH** | **IMPACT (MONTHS)** |
| Improve attendance of PPG students to at or above national averages. | Daily monitoring from Heads of School through tutors.CGS managers monitoring, with daily meeting with attendance lead.Weekly meeting for attendance lead with senior team leading attendance. | Reduction each semester of persistent absence for PPG students.Clarity to parents and community of FRA expectations on attendance, , therefore creating positive relationships and support mechanism from outside the Academy.Identify as risk groups for attendance and early action plans in place to avoid low attendance.Raised profile of attendance mattering at FRA.Greater attendance of PA children in school and PA reducing, evidenced by year on year, and year to date comparisons. | £74127 | **Behaviour Strategies****Parental Engagement** |
| 33 | 43 | +3+3 |
| Ensure that in each year group, the PPG students are achieving above their minimum expected grade in quadmester assessments. | Weekly learning walks and book looks through heads of subject.Week 3, week 6 and week 9 monitoring of progress and feedback.Quadmesterley data analysis of assessments. | Challenging minimum expected grades (MEGS) will be set for all pupils at the start of the academic year. 60% of year 7 PPG will be on target to achieve MEG in each subject, increasing to 75% by the end of the academic year.75% of year 8 PPG will be on target to achieve or exceed MEG in each subject increasing to 90% by the end of the academic year.50% of year 9 PPG will be on target to achieve or exceed MEG increasing to 75% by the end of the academic year.60% of year 10 PPG will achieve or exceed MEG in each subject and 50% of all year 10 will have a positive progress 8 score by the end of the academic year.70% of year 11 PPG students will achieve or exceed MEG, giving 85% of year 11s a positive progress 8 score from their final GCSEs.The Academy’s progress 8 score for PPG will become positive in 2019 and PP gap reduced. | £70753 | **Mastery Learning****Feedback**  |
| 11 | 33 | +5+8 |
| To ensure, through lesson observations, that teaching staff and teaching assistants evidence the pedagogical skills to support students who are disadvantaged. | Weekly learning walks and book looks through heads of subject through teaching and learning team.Week 3, week 6 and week 9 monitoring of progress and feedback.Quadmesterley data analysis of assessments. | Data Driven Instruction (DDI) is used in all lessons.CPD identified and given to all staff to ensure lessons are at least good.Gap between PPG and all of year 10 and 11 close more than any other year group, with improvement evidenced every semester. | £9000 | **Mastery Learning****Individualised Instruction** |
| 11 | 33 | +5+3 |
| To focus on the development of literacy and vocabulary for PPG students. | PiXL CodeAccelerated ReaderPiXL Language BuilderWeek 3, Week 6 and Week 9 monitoring of progress and feedback through heads of school with senior leaders. | Increase in breadth of vocabulary, which will be evidenced through books and assessments, inc GCSEs.Reading speed for PPG students increases allowing more access to revision resources and accessing higher grade exam resources.Staff have a better understanding of how accessing vocabulary can impact learning in their subject area. | £3190 | **Phonic****Reading Comprehension Strategies****Small Group Tuition** |
| 113 | 543 | +4+6+4 |

Total allocated spend (September 2018) : £157070 Total Grant £157070 Full allocation has not been made at the start of the academic year to account for any changes in the requirements of the students throughout the year. Spend and impact is monitored on a termly basis.

\* Evidence Strength taken from Research by Sutton Trust and EEF – the higher the score the greater the evidence strength around the impact of the particular intervention.