# Pupil premium strategy statement – Fowey River Academy

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 583 |
| Proportion (%) of pupil premium eligible pupils | 29.3% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2020/21 to 2022/23 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | Mr B Eddy, Headteacher |
| Pupil premium lead | Mr M Double, Associate Senior Assistant Headteacher |
| Governor / Trustee lead | Philip de Grey Water. LGB link governor |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £154834 |
| Recovery premium funding allocation this academic year | £40020 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)*  *\*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.* | £ |
| **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* | £194854 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| This statement forms a year-year plan with this being year 3. A review and renewed plan addressing full impact of the three years is intended for September 2023, as part of a new 3-year plan.   * As a result to the disruption in education brought about by COVID-19 it is now more important than ever to help enable our most disadvantaged students and give them as much support as possible. * Our ultimate objective is that all disadvantaged students at Fowey River Academy are able to achieve on a par with the national average for all students. We want to give them the opportunities that can be afforded to all young people and with relationships and opportunity at the centre of our strategy hope to give every disadvantaged student the best possible chance of success and progression post-16. * The strategy identifies key challenges we face as an academy and seeks to address them whilst identifying the key ways in which we hope to address them. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Literacy – Students enter FRA with below average reading ages and limited vocabulary. The evidence shows that disadvantaged students suffered an ever-widening gap in their reading and vocabulary due to COVID-19 pandemic. |
| 2 | Parental Engagement – Historically parents of disadvantaged students find it difficult to engage in school activities such as attending parents evenings, or attending parental meetings. |
| 3 | Aspirations – A Cornish-wide problem, FRA suffers from students lacking in role models. This leads to NEET figures which are below national average. There is no A-level provision within a 20 minute drive of FRA. |
| 4 | Attendance – Students aren’t able to achieve if they do not attend school. Historically PP students have had the highest rate of PA. Their attendance has been lower than that of the whole school. |
| 5 | Extra-curricular involvement – Due to 95% of the students getting county provided transport to school this limits the ease of which students are able to access the extra-curricular provision, and the cost of putting on extra buses after school is high. |

## 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.

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| Intended outcome | Success criteria |
| Improve the reading ages of PP students in line, or at a better rate of progress than non PP students. | 95% of all PP students to show termly improvement in reading ages measured by star reading tests.  Average reading age of PP students to increase by more than non-PP students |
| Increase the number of parents attending Parents Evenings and other events | Parents evening attendance was virtual last year and 40% of PP parents engaged. Improve this to 70% for the next academic year. |
| Ensure that all students leave FRA with a clear exit path into Further Education | 0% of Year 11 students to be NEET. 100% of Year 10 students to be placed in work experience placements. 100% of Year 9 students to access careers advice prior to making option choices |
| Improve PP attendance in line with non PP students as a minimum | Pupil Premium attendance to be above 95% |
| All PP students to be engaged in a ENRICH+ activity either at lunchtime or after school, or on a Wednesday P6 | All PP students building better relationships with peers and staff by attending at least one ENRICH+ activity a week. |

## 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: £ *16299*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Assistance in providing technology to support high quality T&L* | With every student having access to a school-loaned ipad it means that students are able to access the virtual learning portal from home. | 4 |
| *Delivery of phonics programme to support literacy* | Students entering FRA from primary school have a lower reading age and KS2 reading than national average | 1 |
| *Stand-alone literacy lessons in KS3, with a particular focus on reading.* | Students entering FRA from primary school have a lower reading age and KS2 reading than national average | 1 |

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

Budgeted cost: £ *136538*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Teaching assistant deployment* | The most disadvantaged students in the school make the least progress. | 1 |

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

Budgeted cost: £ *46210*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *ENRICH+ Period 6 enrichment activities* | Students were not staying to extra-curricular activities due to lack of buses. | 3, 5 |
| *Edulink communication system* | Parents were not engaging to the level that we wanted them to and encouraging them to come to parents evenings, or support with home learning was difficult. | 2 |

**Total budgeted cost: £** *199047*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| *It is not possible to compare the 2022 outcomes of disadvantaged students with those from the previous two years due to the difference in assessment types. However below is a brief summary of outcomes for 2022.*  *PP figures (whole school in brackets) – 17 students*  Progress 8 - -1.17(-0.8)  A8 score – 24.7 (37.1)  English & Maths 4+ - 18% (45%)  English & Maths 5+ - 6% (25%)  Entering Ebacc – 29% (55%)  Ebacc APS – 2.19 (3.25) |