# 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

| **Detail** | **Data** |
| --- | --- |
| Number of pupils in school | 622 |
| Proportion (%) of pupil premium eligible pupils | 28.6% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023/24 to 2025/26 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Mr B Eddy, Headteacher |
| Pupil premium lead | Mrs V Rolls, Senior Assistant Headteacher |
| Governor / Trustee lead | Mr R Cherry, LGB link governor |

## Funding overview

| **Detail** | **Amount** |
| --- | --- |
| Pupil premium funding allocation this academic year | £176,699 |
| Recovery premium funding allocation this academic year | £46,368 |
| 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.* | £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* | £223,067 |

# Part A: Pupil premium strategy plan

## Statement of intent

| This statement forms a year-year plan with this being year 1. A review and renewed plan addressing full impact of the three years has been created for implementation from October 2023, as part of a new 3-year plan.   * The school has produced a ‘Strategy to support the Progress of Disadvantaged Pupils’ which forms the first year of the plan. * We recognise the result of the disruption in education brought about by COVID-19 and 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.      * The Academy’s strategy to improve outcomes for disadvantaged students is cyclical and integrated into whole school development planning. Monitoring and evaluation includes detailed analysis of the ‘characteristic of each cohort’ that recognises the multiple, often complex and overlapping needs of individual students. |
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## Challenges

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

| **Challenge number** | **Detail of challenge** |
| --- | --- |
| 1 | Attendance |
| 2 | Outcomes |
| 3 | Teacher feedback on pupils’ level of engagement and participation |
| 4 | Behaviour incidents and suspensions |
| 5 | Pupil feedback |

## 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** |
| --- | --- |
| Priority A: High quality teaching | * Strong teaching and learning is consistent in all subjects across the academy. Where weaknesses remain, these are being tackled effectively * Progress and standard indicators for all groups are at least in-line with national averages (data drop and analysis completed termly) * Teachers can articulate the positive impact of instructional coaching on their teaching ability and confidence * Assessment systems are used effectively to target interventions as evidenced in QA processes * Curriculum breadth is in place and confirmed externally * Teachers (particularly ECT’s) report feeling supported to improve teaching quality and workload * 100% of pupils have 1:1 devices available for school and home. Impact reports show benefits to quality of teaching and learning * Pupil voice provides anecdotal evidence of high quality teaching and learning and how well they feel supported to learn |
| Priority B: Targeted Academic Support | * Termly progress and standard indicators for all groups are at least in-line with national averages * 100% of PP and SEND pupils below expectation in spelling and reading receive regular targeted support. * Targeted support leads to 80% of pupils identified leads to increased attainment. * Outcomes of Dyscalculia assessments are used to support lesson adaptation in all lessons. This will be evident in learning walks and pupil conference. * Effective ‘Assess, plan, do review’ process is in place for 100% of SEND pupils as confirmed via Trust SEND audit. * Access to more vocational courses with partner providers i.e. Cornwall college. |
| Priority C: Wider Support | * Attendance of all groups (broken into PP and SEND) will be at least in-line with National Average (NA currently 90.7%) at the end of each term * Persistent absence for PP and SEND will be around national average for all pupils * Incidences of suspensions have decreased by the end of the academic year for PP and SEND pupils. * Behaviour logs and exclusion data show number of incidences and identify target groups - half termly data review by lead and SLT. * The vast percentage of pupils attend Enrich+. The percentage of disadvantaged pupils attending is in line with non-pupil premium at the end of each term. * Termly student voice supports positive attitudes towards Enrich + * Reduction in PP and SEND suspensions in comparison to non-PP and SEND – analysed per term * Parent confidence in school will be improved – evidenced by anecdotal Parent café evidence and comparison of data in Spring parent survey * Number of pupils engaged with additional activities can be monitored and the impact on their academic progress i.e. Drama GCSE trips. |

## 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: £104,832

| **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. | 2 & 3 |
| *Delivery of phonics programme to support literacy* | Students entering FRA from primary school have a lower reading age and KS2 reading than national average | 2, 3 &4 |
| *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 | 2 & 3 |

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

Budgeted cost: £70,722

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| *Teaching assistant deployment* | The most disadvantaged students in the school make the least progress. | 2 |
| *Vocational courses Cornwall College* | Most disadvantaged pupils able to access vocation courses | 2 |
| *Revision books and resources* | Most disadvantaged pupils are given these resources for free to support academic progress outside the classroom. | 2 |
| *CATs testing* | Identify pupils in need of intervention and then use this to inform these interventions. | 2 |

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

Budgeted cost: £ *51,767*

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| *ENRICH+ Period 6 enrichment activities* | Students were not staying for 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 |
| *Attendance monitoring* | Pupils and parents supported to understand the importance of attendance and appropriate strategies in place. Dedicated member of staff to manage and co ordinate | 1 |
| *DSL/CGS manager support* | Pupils and parents are supported to attend school, issues are managed effectively and supportively with these staff having dedicated time.  Pupils given time for mentoring and their voice is used to then allow staff to support appropriately. | 4 & 5 |
| *Funding for additional, enriching activities* | Disadvantaged pupils are able to attend activities to support their well being and academic progress with funding i.e. Drama GCSE trips/Summer Enrichment week | 1, 2, 3, & 4 |

**Total budgeted cost: £** *226,322*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

| *PP figures (whole school in brackets) – 26 students*  Progress 8 - -0.66 (-0.65)  A8 score – 35.8 (39.5)  English & Maths 4+ - 35% (52%)  English & Maths 5+ - 23% (30%)  Entering Ebacc – 32.3% (36%) |
| --- |