

Pupil premium strategy statement

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	Falmouth Primary Academy
Number of pupils in school	272
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-21, 2021-22, 2022-23.
Date this statement was published	31/12/22
Date on which it will be reviewed	01.07.23
Statement authorised by	Claire Smith
Pupil premium lead	Hannah Bennett
Governor / Trustee lead	Jayne Kirkham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£188,360
Recovery premium funding allocation this academic year	£19,720
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	£208,080

Part A: Pupil premium strategy plan

Statement of intent

Here at Falmouth Primary Academy we aim for all children to experience a varied, inspiring and enriching curriculum which allows all pupils to recognise their potential and to leave school with a passion for lifelong learning. The targeted and strategic use of Pupil Premium funding supports us in achieving these aims.

- We ensure that teaching and learning opportunities are targeted and meet the needs of all pupils – evidence shows that quality first teaching has the biggest impact on attainment.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This specifically includes ensuring that the needs of socially disadvantaged pupils are addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals, (or have been eligible in the last 6 years) are socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore allocate Pupil Premium funding to support any pupil or groups of pupils that the Academy has legitimately identified as being socially disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Low social and communication skills
2	Slower progress in developing a range of reading skills
3	Low writing skills and stamina
4	Low attendance rates and poor punctuality
5	The impact of Covid19 school closures

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
Communication and social skills will improve for pupils.	<ul style="list-style-type: none"> • Pupils will be able to express themselves clearly and calmly, even when disagreeing with others, which will allow them to remain focused on their learning. • Pupils will be able to articulate anxieties or worries and receive support, which will allow them to focus more consistently on their learning. • Pupils will be more vocal and active in their learning which will help to drive up attainment standards. • Pupils will be able to express themselves with confidence, improving self-esteem and wellbeing.
Pupils will make accelerated progress in reading and attainment levels will be at least in line with the national average.	<ul style="list-style-type: none"> • Phonics screening test results will be in line with national averages. • More pupils who do not achieve GLD in EYFS will go on to achieve age related expectations in reading at the end of KS1. • KS2 SATs results in reading will be at least in line with the national average. • Pupils will be able to successfully apply their reading skills across the curriculum. • No group of pupils, especially vulnerable pupils, will make slower progress or achieve lower attainment levels in reading, than their peers.
Attainment in writing will be in line with national expectations and pupils' writing stamina will increase.	<ul style="list-style-type: none"> • More pupils who do not achieve a GLD in EYFS will go on to achieve age related expectations in writing at the end of KS1. • Writing attainment at the end of KS2 will be in line with national averages, including for those working at greater depth. • Pupils will be able to write at length across the curriculum to support their learning. • No group of pupils, especially vulnerable pupils, will make slower progress or achieve lower attainment levels in writing, than their peers.
Attendance for all groups of pupils will be 96% or higher.	<ul style="list-style-type: none"> • Persistent absenteeism will be below the national average.

	<ul style="list-style-type: none"> • Attendance for PP pupils will be at least 96% or higher. • Attendance for PP and SEND pupils will be 96% or higher • Targeted support will be in place for any pupils whose attendance regularly falls below 96%.
<p>No pupils would be disadvantaged by further periods of remote learning.</p>	<ul style="list-style-type: none"> • All pupils have access to hardware to support remote learning if required. • All pupils and parents can confidently access remote learning through Microsoft Teams. • Interventions and targeted support are delivered remotely if required. • Engagement with remote learning increases.

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: £84,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Voice21 CPD to support in the promotion of oracy.</i>	Waldfoegel, J. Washbrook, E. (2010). Low Income and Early Cognitive Development in the UK, London: Sutton Trust. The Communication Trust (2013), A Generation Adrift. London: The Communication Trust https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1 and 5
<i>Employed a maths specialist (0.5 contract) to work with small groups to accelerate progress in upper KS2.</i>	https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Covid-19_disruptions_attainment_gaps_and_primary_school_responses_-_May_2021.pdf	5
<i>Personalised training pathways set up on the Read Write Inc. online training portal for all staff delivering the programme.</i>	https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2, 3 and 5
<i>Additional adult support in the mornings for EYFS and some KS1 classes</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3 and 5
<i>Weekly CPD for TAs</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3 and 5
<i>Jigsaw CPD and resources</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1 and 5

<i>HLTA employed to lead nurture class.</i>	https://www.traumainformedschools.co.uk/	1, 4 and 5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £60,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employed an Academic Mentor to deliver literacy support to targeted pupils.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2, 3, 5
<i>TA employed to support SALT throughout school</i>	Snowling et al, 2011 Save The Children, 2016 Bercow, 2008	1, 5
<i>Tutoring in school</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2, 3, 5
<i>Reading mentor employed to support the delivery of Read Write Inc. interventions.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2, 5
<i>Language Link Assessments and interventions</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 5
<i>Extended TA hours to cover interventions and support in the afternoon.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3, 5
<i>TAs employed to offer 1:1 support to individuals</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3, 4, 5

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

Budgeted cost: £63,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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3 day visit to London for Year 5 pupils	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1, 5
Full time pastoral lead	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,4, 5
Outdoor learning training from the Eden Project	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3162362/#:~:text=The%20positive%20effects%20of%20nature,children%2C%20and%20improved%20social%20skills.	1, 2, 5
Additional hours of SALT assessment support	Snowling et al, 2011 Save The Children, 2016 Bercow, 2008	1, 5
New reading scheme books for KS2.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	2. 5
New books for school with a focus on diversity.	CLPE Reflecting Realities - Survey of Ethnic Representation within UK Children's Literature (November 2021)	2, 5,
Fully time well-being practitioner (TIS trained)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4, 5
First Access music lessons and instrument hire	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1, 2, 3 and 5
Additional extra-curricular clubs	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf	1, 2, 5

Total budgeted cost: £208,080

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 2020 to 2021 academic year.

Please see our strategy review on our website for a full evaluation of the academic year 2021-22.

Externally provided programmes

Programme	Provider
n/a	

Further information (optional)

We constantly review, adapt and refine the provision that is in place for all pupils, with a focus on those who qualify for pupil premium funding, to ensure that we are able to offer support that truly contributes to all children fulfilling their potential. At our pupil tracking meetings, we discuss academic attainment and progress alongside well-being, attendance and involvement in extra-curricular activities for every child in school. This focus on the 'whole child' helps to ensure that we achieve our aim of ensuring that all children experience a varied, inspiring and enriching curriculum which allows all pupils to recognise their potential and to leave school with a passion for lifelong learning.