

Pupil premium strategy statement – Falmouth Primary 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	280
Proportion (%) of pupil premium eligible pupils	46.4% (130 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023 – 2026
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Jess Mills (Headteacher)
Pupil premium lead	Hannah Bennett (Deputy Headteacher)
Governor / Trustee lead	Jayne Kirkham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£189,484
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£18,850
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£208,334

Part A: Pupil premium strategy plan

Statement of intent

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, attain highly across the curriculum and to leave school with a passion for lifelong learning. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality, targeted teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

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
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1	<p>Our attendance data over the last three years indicates that attendance among disadvantaged pupils has been between 2-4% lower than for non-disadvantaged pupils.</p> <p>The number of persistently absent pupils has been very high over the last three years, reaching 29% last year. Disadvantaged pupils with SEND are disproportionately likely to be persistently absent. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress, especially those with SEND.</p>
2	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
3	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading – especially developing comprehension and fluency - than their peers.</p> <p>Reading scores at the end of KS1 are significantly below national and regional averages. Whilst this gap has narrowed by the end of KS2, disadvantaged pupils still obtain lower than non-disadvantaged peers nationally in reading.</p>
4	<p>Over the last three years, internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils nationally at the end of EYFS, KS1 and KS2.</p>
5	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a number of pupils with multiple ACES. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher and parent referrals for support and requests for help, remain relatively high.</p>
6.	<p>Over the last three years, internal and external assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils nationally at the end of EYFS and KS2 but significantly lower at the end of KS1.</p>

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
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged SEND pupils being no more than 5% lower than their peers.
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
<p>Improved reading attainment among disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils achieve as well as non-disadvantaged peers nationally in the phonics screening check each year • KS2 reading outcomes in 2025/26 show that more than 75% of disadvantaged pupils met the expected standard. • Observations and pupil conferencing show that all pupils, including disadvantaged pupils, have a love of books and reading and can talk confidently and enthusiastically about their reading habits.
<p>Improved maths attainment for disadvantaged pupils across each Key Stage.</p>	<ul style="list-style-type: none"> • EYFS outcomes for mathematics show that more than 75% of disadvantaged pupils met the expected standard in this area of learning for 2025-26. • KS2 Maths outcomes for 2025-26 show that more than 75% of

	disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Improved attainment in writing for disadvantaged pupils across each Key Stage.	<ul style="list-style-type: none"> • EYFS outcomes for writing show that more than 75% of disadvantaged pupils met the expected standard in this area of learning for 2025-26 • KS2 writing outcomes for 2025-26 show that more than 75% of disadvantaged pupils met the expected standard. • Assessments and observations indicate significantly improved disciplinary writing among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

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: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting the recruitment and retention of teaching staff by providing release time to undertake NPQ qualifications.</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Evidence shows that NPQ qualifications improve skill, progress careers and deliver improved outcomes for schools.</p> <p>NPQs are endorsed by the Education Endowment Foundation.</p>	<p>3, 4, 6</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>4</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will subscribe to Voice 21 and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	<p>2</p>
<p>Professional development on evidence-based</p>	<p>The EEF recognises that Pupils with Special Educational Needs and</p>	<p>1, 3, 4, 6</p>

<p>approaches to support SEND pupils in the classroom, resulting in targeted provision promoting increased attendance and accelerated progress.</p>	<p>Disability (SEND) have the greatest need for excellent teaching.</p> <p>Special Educational Needs in Mainstream Schools</p> <p>The EEF recognises that: ‘The recommendations in our maths and literacy guidance, when combined with careful consideration of a student’s needs and sound professional judgement, provide a good basis that supports all pupils to improve, regardless of their starting point.’</p> <p>Improving Mathematics in Key Stages 2 and 3 Improving Literacy in KS2 Improving Literacy in KS1</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase Language Link to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	<p>2</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p>	<p>3</p>

	<p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>And in small groups:</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	3, 4, 6
<p>Additional small group maths tuition, through employment of a 0.55 teacher.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	4
<p>Strategic deployment of TAs to ensure priority pupils are supported and targeted structured interventions are in place such as RWI Fast Track tutoring, SALT, Language Link.</p>	<p>Structured targeted TA led interventions show a consistent impact on attainment of 3-4 months.</p> <p>Making Best Use of Teaching Assistants - EEF</p>	3, 4, 6, 1

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

Budgeted cost: £ 97,334

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and time for the attendance team to meet and speak with families, make referrals and give support.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1</p>
<p>Whole staff training on behaviour management with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions Teaching and Learning Toolkit EEF</p>	<p>5</p>
<p>Employment of pastoral leader to work as part of the attendance team, building relationships with all families to ensure school can offer targeted and timely support.</p>	<p>Building personal, positive relationships and getting communication right for individual families can help to improve attendance.</p> <p>Working with parents to support children's learning EEF.</p>	<p>1, 5</p>
<p>A range of extra-curricular clubs and activities on offer for children, with barriers for disadvantaged pupils attending removed.</p>	<p>Engagement in art-based activities, such as dance, drama, music, painting or sculpture, can increase attainment in English and maths alongside developing wellbeing.</p> <p>EEF Teaching and Learning Toolkit</p>	<p>All</p>
<p>Targeted behaviour interventions</p>	<p>There is evidence across a range of different interventions with highest</p>	<p>5, 1</p>

delivered by TIS trained HLTAs.	<p>impacts for approaches that focus on self-management or role-play and rehearsal.</p> <p>Behaviour Interventions EEF</p>	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 208,334

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our previous pupil premium strategy came to an end last year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrates that 46% of disadvantaged pupils in EYFS met GLD at the end of last year compared with 53% of their non-disadvantaged peers. 0% of disadvantaged pupils achieved the expected standard in Reading, Writing and Maths at the end of KS1 compared with 21% of their non-disadvantaged peers. 46% of disadvantaged pupils achieved the expected standard in Reading, Writing and Maths at the end of KS2, compared with 59% of their non-disadvantaged peers.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data demonstrates that there were significant gaps between the attainment of our disadvantaged pupils and their non-disadvantaged peers locally and nationally but also a gap between the attainment of our disadvantaged pupils and other disadvantaged pupils locally and nationally.

However, there has been some good progress against the goals set out in the previous pupil premium strategy plan, which reflected the needs of pupils as they returned to school after Covid closures.

1. To improve low social and communication skills

Observations have shown that work with Voice21 has driven up oracy skills across school. Children can discuss and debate their learning and ideas together and have a range of strategies to resolve conflict using oracy. During our latest Ofsted inspection, the impact of the whole school approach to oracy was recognised. Monitoring of books suggests that this improved oracy is beginning to result in better written outcomes.

2. To accelerate reading progress

More pupils are passing the phonics screening check in Year 1, including pupils with SEND. Attainment in reading is beginning to increase at the end of the KS2, but there remains a significant gap between disadvantaged pupils and their non-disadvantaged peers. A whole school approach to developing vocabulary has been put in place to

close this gap further, the reading spine has been further developed and the reading leader is completing the English Hub's Reading for Pleasure: Transforming your school's reading culture CPD. Closing the attainment gap in reading for disadvantaged pupils remains a whole school focus.

3. Low writing skills and stamina

Book monitoring and pupil conferencing show that writing stamina has increased and pupils talk positively about the writing process. The introduction of daily dictation sentences has helped to improve basic grammar skills and the recent introduction of a new whole school approach to writing has seen some improvements, notably in vocabulary. Writing standards at the end of KS1 were unusually low last year and whilst attainment in writing remains low for disadvantaged pupils across school, recent government monitoring indicates that the strategies in place are beginning to impact on outcomes, especially for disadvantaged pupils. Raising attainment in writing continues to be a whole school focus.

4. Low attendance rates and poor punctuality

Despite utilising a range of strategies, persistent absenteeism for disadvantaged pupils remains high. We are changing strategies to focus on a forensic approach, removing barriers and offering targeted support for each family where persistent absenteeism is present.

5. Improve remote learning provision in case of future school closures

A remote learning plan is fully in place.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We met with every pupil eligible for the pupil premium grant to get their input and help us to develop our strategy.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.