



Fowey River Academy Pupil Premium Strategy 2016-17

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.

1. Summary information					
School	Fowey River Academy				
Academic Year	2016/17	Total PP budget	£165,495	Date of most recent PP Review	6/10/16
Total number of pupils	612	Number of pupils eligible for PP	181 30%	Date of next internal review of this strategy	1/4/17
Number of PP (FSM) pupils	83	Number of PP+ (CIC or have been adopted or special guardianship)	9	Number of service children eligible for PP	0
Previous Academic Year	2015/16				
Number of PP (FSM) pupils	92	Number of PP+ (CIC or have been adopted or special guardianship)	5	Number of service children eligible for PP	1

2. Attainment and progress – 2016 results	Whole School	Pupil Premium	Difference between whole school performance and PP	National	Gap between national average and FRA PP average
% 9-5 English & Maths (A* - C)	59%	40%	-19% NB: narrowed by 2% on previous year's data	71%	-31%
% 9-5 Maths	67%	49%	-18%	72%	-23%
% 9-5 English	66%	58%	8% NB: narrowed by 10% on previous year's data	72%	-14% NB: narrowed by 13% on previous year's data
Progress 8 score for the cohort	-0.22	-0.69	-0.47 NB: narrowed by 0.15 on previous year's data	0.10	-0.79 NB: narrowed by 0.22 on previous year's data
Attainment 8 score for the cohort	47.8	40	-7.8 NB: narrowed by 1.0 on previous year's data	48.4	-8.4 NB: narrowed By 7.9 on previous year's data
Ebacc entered	72%	58%	-14%	36%	+22% NB: narrowed by 4% on previous year's data
Ebacc achieved	21%	11%	-10%	23%	-12%

			NB: narrowed by 8% on previous year's data		
Attendance	91.6%	88.6%	-3%		
PA 15%	4.38%	17.29%	12.9%		
PA 10%	13.4%	31.35%	18.2%		

Attainment and progress – 2015 results (PREVIOUS YEAR)	Whole School	Pupil Premium	Difference between whole school performance and PP	National	Gap between national average and FRA PP average
% 9-5 English & Maths (A* - C)	54%	33%	-21%	67%	-31%
% 9-5 Maths	61%	52%	-9%	70%	-18%
% 9-5 English	66%	48%	-18%	75%	-27%
Progress 8 score for the cohort	-0.36	-0.98	-0.62	0.12	-1.1
Attainment 8 score for the cohort	44.5	35.7	-8.8	52	-16.3
Ebacc entered	74%	63%	-11%	45%	+18%
Ebacc achieved	22%	4%	-18%	29%	-25%
Attendance	94.9%	94.2%	-0.7%		
PA 15%	4%	5.71%	1.71%		
PA 10%	12%	14.85%	2.85%		

2. Attainment and progress – 2016 results	Non Pupil Premium	Pupil Premium	GAP between Non Pupil Premium and Pupil Premium	COMMENT ON GAP POSITION WHEN COMPARED TO PREVIOUS YEAR AND COHORT
% 5 A*-C incl English & Maths	63%	40%	23%	Narrowed by 2%
% A*-C Maths	74%	49%	25%	Widened by 14% (impact of non-specialist teaching)
% A*-C English	70%	58%	12%	Narrowed by 10%
Progress 8 score for the cohort	0	-0.69	-0.69	Narrowed by 0.07
Attainment 8 score for the cohort	51	40	11	Widened by 1
Ebacc entered	79%	58%	19%	Widened by 6% (due to restructure of curriculum)
Ebacc achieved	26%	11%	15%	Narrowed by 3%
Attendance	93%	89%	4%	Widened but erroneous data recording in 2014/15 NB: 2015/16 accurate
PA 15%	10%	17.29%	17%	
PA 10%	21%	31.3%	10%	

Attainment and progress – 2015 results	Non Pupil Premium	Pupil Premium	GAP between Non Pupil Premium and Pupil Premium
% 5 A*-C incl English & Maths	51%	26%	25%
% A*-C Maths	63%	52%	11%
% A*-C English	70%	48%	22%
Progress 8 score for the cohort	-0.22	-0.98	-0.76
Attainment 8 score for the cohort	46	36	10
Ebacc entered	76%	63%	13%

Ebacc achieved	22%	3.7%	18%
Attendance	95%	94%	1%
PA 15%	3.5%	5.7%	2.2%
PA 10%	11.4%	14.8%	3.4%

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills) – insert as required.*

A.	Address a culture of too many PP students with low expectations and aspirations by creating champions to challenge perceptions and stereotypes.
B.	Significant proportion of PP students struggling to decode exam language and therefore misinterpreting tasks / questions which, in turn, affects outcomes.
C.	Too many PP students believing that academic pathways are unsuitable and favouring less demanding vocational options which are under-performing nationally.

External barriers *(issues which also require action outside school, such as low attendance rates) – insert as required.*

D.	Attendance is below national average
E.	Employment offer limited in local area and affects career aspiration and therefore belief in need to secure high GCSE grades
F.	Public perception of Academy post Ofsted has affected pupil recruitment and retention, impacting on finances and resources

4. Planned expenditure:						
Academic year	2016-17					
Pupil Premium used for:	Amount allocated (£)	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	What is the evidence and rationale for this choice? Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as: the EEF Teaching & Learning Toolkit the NfER report on supporting the attainment of disadvantaged pupils.	
					Evidence Strength (1-5)*	Impact (Months)
Fund Appropriate alternative provision via including Alternative Provision Academy (Acorn); Academy 21 online provision, CHES and one-to-one targeted intervention via tutors Creation of FRA iCollege (own brand cost effective Alternative Provision)	Fee to Alternative Providers 2016/17 £ 4K Acorn £ 6K Acad 21 £ 3.5 K CHES incl exam fees	Despite an individual student's context and circumstances preventing them from attending mainstream provision, we will provide them with as broad and balanced curriculum as possible through partnership working with trusted educational providers. Our priority will be to select providers who can support FRA's raising standards agenda by providing courses that count towards basic measures and allow for post 16 progression routes so as to reduce possibility of NEET.	Access to broad curriculum Continued study of Core subjects to appropriate standard Not falling behind peers so as to avoid issues when returning to mainstream Maintain low NEET rates and ensure post 16 progression	Monitored daily in terms of Safeguarding protocols by Attendance Lead . Raising Standards Leader monitors progress and approves curriculum offer. Assistant Principal on Acorn Management Committee	a) Digital Technologies b) One-to-one c) Mentoring d) Small group tuition e) Social and emotional learning	
	£ 20 K Set up cost of iCollege in terms of staff time and IT platforms etc	iCollege will be an online learning platform managed by the Academy to replace external provision like Academy21 etc. Our version will allow students to access the same learning content as their peers and be in direct contact with/supervision by FRA staff. It will be a more personalised and inclusive offer of Alternative Provision. Operational Summer 2017 and fully live Sept 2017.	Cheaper alternative provision controlled by FRA to ensure narrowing of gaps	Assistant Principal i/c of iCollege impact		
Pupil Premium used for:	Amount allocated (£)	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this	How will this activity be	What is the evidence and rationale for this choice? Best practice is to	

			intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	monitored, when and by whom? How will success be evidenced?	combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as: the EEF Teaching & Learning Toolkit the NfER report on supporting the attainment of disadvantaged pupils.													
					Evidence Strength (1-5)*	Impact (Months)												
<p>Create COMPASS Centre - a facility in FRA to benefit PP students and their families in range of social and academic areas incl: counselling, academic monitoring, catch-up/intervention (numeracy and literacy), emotional well-being, IAG and careers, counselling, School Nurse service</p>	<p>Staffing costs: PP = 30% of whole academy cohort, so 30% of the total salary of:</p> <ul style="list-style-type: none"> * Compass Manager salary * Safeguarding Lead * Student Services Manager <p>£27 K</p> <ul style="list-style-type: none"> * Counsellor projected costs <p>£ 5K</p> <ul style="list-style-type: none"> *SLA with MBA re Careers Advisor (10 days @ £100) <p>£1 K</p> <ul style="list-style-type: none"> Maths Tutor <p>£5K</p> <ul style="list-style-type: none"> *TLR Numeracy and Literacy co-ordinator <p>£ 8K</p>	<p>New staffing positions created: Centre Manager to coordinate provision and measure impact on academic and social KPIs determined for each user (personalised targets and action plans to narrow gaps); Independent Careers Advisor to raise aspirations and to ensure progression routes; part-time Counsellor to provide confidential advice and cognitive acceleration techniques to remove mental health barriers and obstacles; Student Wellbeing Manager and Safeguarding lead to co-ordinate with outside agencies to create purposeful relationships, improve home dynamics.</p> <p>Redevelop and furnish a space for quiet and targeted work – providing spaces where learning can happen in a supportive way: family meeting space, family conferences and Team Around the Child/CAF workspace; targeted academic intervention/ catch up via additional Specialist teachers for Phonics, Numeracy with associated programmes purchased e.g. STFR</p> <p>We will work in partnership with Headstart Kernow, CAMHS and County to advance the THRIVE agenda using nationally recognised work and materials. We will work with NCOP, Jobplus and Falmouth University to provide targeted university aspiration work with PP students and families.</p> <p>We will become a PiXL Edge school and use the LORIC principles to develop within PP students these skills and attributes: Leadership, Organisation, Resilience, Independence and Communication so that they gain accreditation at appropriate levels. (see PiXL website)</p>	<p>PP attendance in all year groups to be in line with FRA and National average</p> <p>All PP students successfully following Att 8 curriculum</p> <p>All PP students to receive timely intervention to close gaps and catch up with peers</p> <p>All PP students to have personalised action plans incl IAG and university action plan</p> <p>All PP students will have a strengths and weaknesses questionnaire completed</p> <p>All PP students will graduate through the PiXL Edge accreditation</p>	<p>Attendance Officer and Assistant Principal</p> <p>Raising Standards Lead</p> <p>COMPASS manager, Literacy and Numeracy Leads, SENDCo</p> <p>Careers Advisor</p> <p>Student Wellbeing Manager</p> <p>Assistant Principal – PiXL Edge Lead</p>	<p>a) Digital Technologies b) One-to-one c) Mentoring d) Small group tuition e) Social and emotional learning</p> <table border="1"> <tr> <td>a) 4</td> <td>+5</td> </tr> <tr> <td>b) 3</td> <td>+1</td> </tr> <tr> <td>c) 4</td> <td>+8</td> </tr> <tr> <td>d) 5</td> <td>+4</td> </tr> <tr> <td>e) 4</td> <td>+4</td> </tr> <tr> <td>f) 2</td> <td>+1</td> </tr> </table>		a) 4	+5	b) 3	+1	c) 4	+8	d) 5	+4	e) 4	+4	f) 2	+1
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	<p>*HLTA Lit; HLTA Numeracy</p> <p>£ 30 K</p> <p>Refurbishment: £ 10K</p> <p>Resources £ 5K *cost of STFR *allocation of resources for toolkits *PiXL Edge membership and resources</p>					
Pupil Premium used for:	Amount allocated (£)	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	What is the evidence and rationale for this choice? Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as: the EEF Teaching & Learning Toolkit the NFER report on supporting the attainment of disadvantaged pupils.	
					Evidence Strength (1-5)*	Impact (Months)
Increased attendance rates for PP students	£ 25 K incl. salary uplift of Attendance Manager, training	The attendance rates of PP students have been below national average and two new roles will be created to impact on this. Attendance Officer role to be enhanced as advisor/support role for families experiencing difficulty with maintaining high attendance	PP students will have attendance at or above	Assistant Principal – Attendance.	a) Digital Technologies b) One-to-one c) Mentoring d) Small group tuition e) Social and emotional learning	

	and resources, outreach work and associated costs. Plus creation of in-house PCSO role Attendance Officer.	rates. Officer to be trained on CAF process and early help hub referral process, working with other agencies to resolve issues. Training provided to enable effective home visits as a means of building professional partnership working between home and school and removing obstacles.	national average in all year groups.	Trust Attendance Lead.	<p>a) 4</p> <p>b) 4</p> <p>c) 3</p> <p>d) 2</p> <p>e) 4</p>	<p>+4</p> <p>+5</p> <p>+1</p> <p>+4</p> <p>+4</p>	
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					Evidence Strength (1-5)*	Impact (months)	
Revision materials and resources for PP students on GCSE courses	£2 K	Science revision guides Tassomai online toolkit for Science English revision guides Maths revision guides	All PP students will have all recommended revision guides provided free of charge so that they are not disadvantaged	Heads of Faculty/ Subject Leads Raising Standards Leader	<p>a) Digital Technologies</p> <p>b) One-to-one</p> <p>c) Mentoring</p> <p>d) Small group tuition</p> <p>e) Social and emotional learning</p> <p>a) 4</p> <p>b) 4</p> <p>c) 3</p> <p>d) 2</p> <p>e) 4</p>		<p>+4</p> <p>+5</p> <p>+1</p> <p>+4</p> <p>+4</p>

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					Evidence Strength (1-5)*	Impact (Months)
PETXi	£ 9.5K	Intensive revision and methodology support for PP students, specifically for those with numeracy age that is below chronological age Number of students in programme = 20	Targeted students will be able to master techniques to secure at least their FFT expected outcome	Head of Maths Raising Standards Leader	a) One-to-one b) Mentoring c) Small group tuition d) Mastery learning	
Music lessons	£ 3K	15 PP students	Engagement and enrichment activity and experience that otherwise would not be had	Subject Lead Music	a) 4 b) 3 c) 2 d) 3	+5 +1 +4 +5

* 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.