



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
% 5 A*-C incl English & Maths	63%	40%	23%
% A*-C Maths	74%	49%	25%
% A*-C English	70%	58%	12%
Progress 8 score for the cohort	0	-0.69	-0.69
Attainment 8 score for the cohort	51	40	11
Ebacc entered	79%	58%	19%
Ebacc achieved	26%	11%	15%
Attendance	93%	89%	4%
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.	Need to establish a culture of high expectation and aspiration amongst the school community and local community.
B.	Staff expertise limited by financial constraints inherited on conversion and skills gaps needing to be addressed
C.	Curriculum design legacy needs adjustment to ensure students are on courses that are appropriate

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 £ 20 K Set up cost of iCollege in terms of staff time and IT platforms etc	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 Cheaper alternative provision controlled by FRA to ensure narrowing of gaps	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 Assistant Principal i/c of iCollege impact	a) Digital Technologies b) One-to-one c) Mentoring d) Small group tuition e) Social and emotional learning <table border="1"> <tr> <td>a)</td> <td>4</td> <td>+4</td> </tr> <tr> <td>b)</td> <td>4</td> <td>+5</td> </tr> <tr> <td>c)</td> <td>3</td> <td>+1</td> </tr> <tr> <td>d)</td> <td>2</td> <td>+4</td> </tr> <tr> <td>e)</td> <td>4</td> <td>+4</td> </tr> </table>		a)	4	+4	b)	4	+5	c)	3	+1	d)	2	+4	e)	4	+4
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			improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	whom? How will success be evidenced?	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> <p>* Counsellor projected costs</p> <p>£ 5K</p> <p>*SLA with MBA re Careers Advisor (10 days @ £100)</p> <p>£1 K</p> <p>Maths Tutor</p> <p>£5K</p> <p>*TLR Numeracy and Literacy co-ordinator</p> <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)</td> <td>4</td> <td>+5</td> </tr> <tr> <td>b)</td> <td>3</td> <td>+1</td> </tr> <tr> <td>c)</td> <td>4</td> <td>+8</td> </tr> <tr> <td>d)</td> <td>5</td> <td>+4</td> </tr> <tr> <td>e)</td> <td>4</td> <td>+4</td> </tr> <tr> <td>f)</td> <td>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>	
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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.

Academic year 2015/16					
Pupil Premium used for:	Amount allocated to the intervention / action (£)	Is this a new or continued activity/cost centre?	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?	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...'
Academic Support in Maths	£7K	Continued	Targeted intervention of Yr 11 PP students who were not making sufficient progress. Mostly 1-2-1 tuition. Number of PP students in Year 11 receiving this intervention = 45	PP to achieve their expected grades in Maths and/or sufficiently impact on narrowing the attainment gap between Maths PP and non PP	% of PP students who reached their FFT target in Maths was 33.33% % of PP students who reached their FFT target in an English qualification was 64.4%
Additional set to be created in Maths and English	£10.2 K	New	To create smaller class sizes in belief that this will raise attainment	PP to achieve their expected grades in Maths and/or sufficiently impact on narrowing the attainment gap between Maths PP and non PP	
Software support	£12 K	continued	Various specific software support plus associated teaching time.	Technology platforms will increase the attainment of PP students in the subjects that had this additional funding and gaps between PP and non PP will narrow	Post new IT resources average grade for all students went from D+ to C-; Non PP students average grades went from C- to C; PP students average grades went from D- to D+. Average points gap between PP and non PP narrowed from 5.49 to 4.82
Use of external support via PETXi to target PP underperformance	£5 K	new	Intensive revision and methodology support for PP students, specifically for those with numeracy age that is below chronological age	PP to achieve their expected grades in Maths and/or sufficiently impact on narrowing the attainment gap between Maths PP and non PP	The % of PP students who attended this provision who then met or exceeded their FFT expected outcome in Maths was 75%

			Number of students in programme = 20										
Alternative Provision	£20 K	continued	Tutoring and tailored curriculum packages for PP students in Year 10 and 11 11 PP students in Years 10 and 11 received Alternative provision via RAPA/CHES/Cornwall College/ vocational placements	Provide PP students who are unable to attend FRA provision with a suitable curriculum so that they secure appropriate grades and so that they can access post 16 education. Minimise potential NEETs.	10 PP students in Alternative Provision who completed KS4 = 100% 70 % progressed to post 16 education and are not NEET								
Raising Standards roles, leadership development and process creation.	£ 74 K	new	Post the removal of the previous SLT, capacity issues needed addressing. Therefore, create a range of leadership roles to improve literacy and numeracy across the curriculum and identify PP underperformance. Invest in CATS tests to provide accurate baseline data and create progression paths and systems to monitor via enhanced Data Manager role and appointment of new SLT Raising Standards Leader. Creation of Literacy coordinator role to develop and reading programme to target PP students and others – investigate STfR and train staff to deliver.	Secure baseline assessments in place via CATS for Year 7 and 9 Raising Standards Lead appointed to accurately develop system of tracking and impact of intervention Literacy and Numeracy leads identified and action plans created to narrow gaps, catch-up Year 7 Low Prior Attainers and train staff Create practitioners skilled in techniques	Year 7 and 9 baseline in place and data form CATS used alongside SATS scores and NCFE reading tests to establish progression Raising Standards lead in post with clear action plan and monitoring of PP students across all years Literacy and Numeracy posts filled and QLA analysis work of SATS undertaken to determine catch up plus targeted work of PP students Two staff trained to run STfR workshops								
Raising aspirations events and curricular trips for PP students.	£2.8 K	continued	Transportation and trip attendance										
Revision guides	£0.5K	continued	Free revision guides, material and subscriptions for all PP students										
Mentoring	£12 K	new	Commando Joes	Targeted at PP students in Year 8 and 11 8 PP students had intensive mentoring via Commando Joe's Aim: to raise attendance, decrease incidents of disruption, increase participation in whole school life to increase attainment.	All 8 completed the project Attendance post intervention: <table border="1" data-bbox="1839 1270 2040 1476"> <thead> <tr> <th>Student</th> <th>2015/16</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>93%</td> </tr> <tr> <td>2</td> <td>81%</td> </tr> <tr> <td>3</td> <td>94%</td> </tr> </tbody> </table>	Student	2015/16	1	93%	2	81%	3	94%
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Creation of High Performance Institutes	£15K	new	Encouraging PP students and others to aim high and look for challenge and stretch	5 members of staff elevated to leadership spine to have specific focus on teaching and learning, developing the HPI concepts and champion PP/SEND																					
Uniform	£5K	continued	Support for PP students to purchase uniform and PE kit																						
Trips	£5K	continued	Subsidies for PP students to ensure they can attend																						
Counselling and Mediation	£2K	continued	Session work for all PP students requiring additional support	Mental wellbeing and happiness check for all PP students to identify triggers/ obstacles that affect attainment and progress.																					
				Attendance rates of those seen by counsellor rose.																					



6. Additional detail

In this section, you can annex or refer to **additional** information which you have used to support the sections above.