



Fowey Primary School



Pupil Premium Strategy Statement 2024-2027

This statement details our school's use of pupil 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 impact of last year's spending.

School Overview

Detail	Data
School name	Fowey Primary School
Number of pupils in school	131
Proportion (%) of pupil premium eligible pupils	23.8%
Academic years that our current pupil premium strategy plan covers	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2025
Statement authorised by	Kay Walker (Headteacher)
Pupil premium lead	Kay Walker
Governor / Trustee lead	Stuart Radnedge

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,855
School contribution to pupil premium provision	£23,347
Total budget for this academic year	£78,202

Note: The school is investing an additional £23,347 from its core budget to ensure disadvantaged pupils receive the high-quality provision required to overcome barriers to learning and achieve in line with their peers.



Part A: Pupil Premium Strategy Plan

Statement of Intent

At Fowey Primary School, we are committed to ensuring that all disadvantaged pupils achieve well, attend regularly, and leave primary education with the confidence, knowledge and skills needed to succeed at secondary school. Our ambition is to remove barriers linked to disadvantage through high-quality teaching, targeted academic support, strong pastoral care and inclusive enrichment opportunities. Our three-year Pupil Premium strategy is informed by our school context, the needs of pupils and families, and robust evidence from the Education Endowment Foundation (EEF), alongside ongoing assessment, evaluation of impact and collaboration with CELT support networks. Our strategy is guided by the following core priorities:

Strategic Priorities

1. **Attendance, Wellbeing and Readiness to Learn**

We prioritise high attendance, positive behaviour and pupil wellbeing as the foundations for learning. Through pastoral support, targeted interventions, family engagement and work with external agencies, we aim to ensure disadvantaged pupils attend regularly, feel safe and supported, and are ready to learn.

2. **High-Quality Teaching and Targeted Academic Support**

High-quality teaching is central to our strategy. We focus on strong curriculum design, effective assessment and clear feedback, alongside targeted small-group and one-to-one interventions in key areas such as phonics, reading, writing and mathematics to close gaps and secure strong progress.

3. **Widening Opportunities and Raising Aspirations**

We ensure disadvantaged pupils have full access to enrichment activities, educational visits and wider experiences that build cultural capital, confidence and aspiration. Financial barriers are removed wherever possible so all pupils can participate fully in school life and prepare for future pathways

This is a whole-school commitment. All staff share responsibility for the progress, wellbeing and success of disadvantaged pupils. Through careful, evidence-informed use of Pupil Premium funding, we aim to narrow attainment gaps, raise aspirations and ensure that every disadvantaged child at Fowey Primary School is supported to achieve their full potential



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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	<p>Attendance, Engagement & Readiness to Learn</p> <p>Disadvantaged pupils have higher persistent absence rates than their non-disadvantaged peers (16.1% vs 13.2% in 2024/25) continuing to limit engagement and curriculum access. In addition, increasing social, emotional and mental health needs affect some disadvantaged pupils' ability to regulate behaviour, maintain routines and engage consistently with learning. Targeted pastoral, wellbeing and attendance support is required to ensure these pupils attend regularly, feel secure and are ready to learn.</p>
2	<p>Phonics and Early Reading</p> <p>In 2024/5, both disadvantaged pupils did not meet the Expected Standard in the Phonics Screening Check (PSC); a significant barrier to early reading and wider curriculum access. These pupils require targeted and additional Systematic Synthetic Phonics (SSP) to support and secure decoding skills in order to achieve the Expected Standard by the end of Year 2</p>
3	<p>Writing Attainment and Progress</p> <p>Writing attainment for disadvantaged pupils has been below the National Average for the last 2 years with the progress gap for EGPS widening in the latest year (2025). These pupils require targeted additional support to improve the writing quality, accuracy and depth in order to meet the Expected Standard in Writing with an increasing proportion reaching the Higher Standard (cohort dependent).</p>
4	<p>Mathematics Attainment</p> <p>Attainment in Mathematics for disadvantaged pupils has been below the National Average for the last 2 years. Although the progress gap narrowed in the latest year (2025), these pupils require targeted and additional support to ensure all disadvantaged pupils meet the Expected Standard in Mathematics with an increasing proportion reaching the Higher Standard (cohort dependent).</p>
5	<p>Aspirations, Cultural Capital and Wider Opportunities</p> <p>Some disadvantaged pupils and families demonstrate lower aspirations, which can limit pupil ambition and future pathways. Participation in enrichment activities is lower for disadvantaged pupils, reducing access to cultural capital, confidence-building experiences and wider opportunities. Targeted support is needed to raise aspirations and ensure disadvantaged pupils engage fully in enrichment and experiences that broaden horizons and support future success</p>



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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>Attendance, Engagement & Readiness to Learn All disadvantaged pupils attend school, arrive on time and are ready to learn</p>	<ul style="list-style-type: none"> • PP PA reduces to $\leq 8\%$ • Improved readiness to learn evidenced through engagement and participation in lessons • Keep up strategy enacted with evidence of gaps in knowledge and understanding closing; evidenced in pupil voice and work scrutiny • Reduced behaviour incidents for PP pupils • Improved student voice feedback on wellbeing and relationships • Increased participation in mentoring, pastoral and SEMH interventions • PP pupils are ready to learn; full uniform and fully equipped
<p>Phonics and Early Reading All disadvantaged pupils are able to read with increasing fluency and decode accurately</p>	<ul style="list-style-type: none"> • 100% of pupils pass the Year 1 PSC • 100% of Year 2 pupils retaking the PSC pass on reassessment • The reading fluency for all pupils is 90 WPM at the end of Key Stage 1 or for those reading below this metric; interventions demonstrate an improvement in reading fluency accuracy and comprehension of the text,
<p>Writing Attainment and Progress All disadvantaged pupils produce writing of an increasingly high quality</p>	<ul style="list-style-type: none"> • 100% ambition (excellent educational experience) 80% 2027 (59% NA) of PP pupils meet the Expected Standard in Writing at the end of KS2 • $\geq 15\%$ (13% NA) of all pupils achieve Greater Depth by 2027 • All pupils are securing strong foundations in writing: spelling, accurate letter formation, accurate punctuation and oral composition this is reflected in pupils' books and articulation of their learning.
<p>Mathematics Attainment All disadvantaged pupils are securing increasingly strong foundations in Maths</p>	<ul style="list-style-type: none"> • 100% ambition (excellent educational experience) 80% 2027 (60% NA) of PP pupils meet the Expected Standard in Maths at the end of KS2 • $\geq 30\%$ (26%) of all pupils achieve the Higher Standard by 2027 • All pupils are securing strong foundations in Maths; core number sense, automaticity of number, conceptual understanding, problem solving and positive attitudes for future success this is reflected in pupils' books and articulation of their learning.
<p>Aspirations, Cultural Capital and Wider Opportunities All disadvantaged pupils demonstrate higher aspirations, engage widely in enrichment</p>	<ul style="list-style-type: none"> • Increased PP participation in enrichment activities • Pupil voice reflects and increasing level of confidence and ambition



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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.

1.Attendance, Engagement & Readiness to Learn

Budgeted cost: £32,347

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Team	Strong attendance correlates strongly with progress. Responsive attendance support: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/attendance-interventions-rapid-evidence-assessment	1.
Personalised attendance packages and tracking	Targeted responses to individual causes of absence improve engagement (EEF Attendance Assessment, March 2022).	1
Breakfast Club	EEF evaluation found free breakfast clubs led to 2 months additional progress for KS1 pupils. Schools also saw improved attendance.	1
Pastoral mentoring, PSM support, and SEMH interventions	Behaviour interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1.
CELT Trust SENCo support (1 day/week) and specialist therapy services	CBT and social-emotional learning programmes support wellbeing and reduce anxiety: https://youthendowmentfund.org.uk/guidance/cognitive-behavioural-therapy/	1,2,3,4
Uniform/ICT/learning resources/PP bundles	Removing material barriers supports attendance and readiness: https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf	1,2,3,4



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2. Phonics and Early Reading

Budgeted cost: £13,485

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc. Phonics Programme	Choosing a phonics teaching programme – GOV.UK: https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme EEF Phonics: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2,3
Daily targeted phonics intervention	EEF research on the impact of small-group tuition delivered by specialists: One-to-one tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2
Comprehension interventions	Reading comprehension strategies: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2,3

3. Writing Attainment and Progress

Budgeted cost: £13,485

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Schools Writing Curriculum & Opening Worlds	Opening Worlds addresses the '30-million word gap' (Hart & Risley, 2003) KS2 Curriculum - Opening Worlds	2,3
Daily targeted writing intervention	EEF research on the impact of small-group tuition delivered by specialists: One-to-one tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Small-group tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3
Whole-school literacy strategy	Vocabulary and reading gaps strongly linked to long-term attainment: https://www.oup.com.cn/test/wp-content/uploads/2019/07/word-gap.pdf	2,3



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4. Mathematics Attainment

Budgeted cost: £ 13,485

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily targeted Maths intervention Winning with Number	EEF research on the impact of small-group tuition delivered by specialists: One-to-one tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Small-group tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	4

5. Aspirations, Cultural Capital and Wider Opportunities

Budgeted cost: £5,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted mentoring for aspiration and future planning	Mentoring: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	5
Subsidised/fully funded enrichment opportunities	Funding access widens participation for disadvantaged pupils: https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf	5
Financial support for educational visits and experiences	Ensures equity of access to cultural and curriculum-enhancing opportunities.	5



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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 2023 to 2024 academic year

Attendance, Engagement & Readiness to Learn

Fowey continued to invest heavily in attendance support and begin pastoral intervention.

Attainment, Progress & Curriculum Access

Across 2023–24, Fowey prioritised high-quality teaching, curriculum refinement, and precise assessment to strengthen outcomes for disadvantaged pupils. Staff training centred on metacognitive practice, retrieval and interleaving, modelling, explicit instruction, mini-whiteboards, and high-quality blended curriculum resources. These approaches improved consistency of teaching and strengthened curriculum access for all pupils.

Literacy & Vocabulary Development

A continued focus on literacy, reading and vocabulary development supported disadvantaged learners across 2023–24.

Wellbeing, Behaviour & Social-Emotional Needs

A significant proportion of Pupil Premium funding supported wellbeing and pastoral care and structured SEMH intervention.