



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.



Part B: Review of the Previous Academic Year (2024–25)

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Important context: The disadvantaged cohort in 2024–25 comprised very small numbers across most assessments (KS2 n=6; EYFS n=2; Y1 Phonics n=2; Y4 MTC n=10). At this scale, a single pupil's circumstances can shift percentage figures substantially. Percentage-point data should be read alongside n values and interpreted with appropriate caution. Attendance data is a more reliable indicator of systemic challenges at this school given the cohort characteristics.

1. Overview of outcomes for disadvantaged pupils

The table below presents statutory assessment and attendance outcomes for pupil premium eligible pupils in 2024–25. Source: CELT 2024/25 Statutory Assessment Attainment Summary. National PP figures are from provisional 2025 DfE data (KS2) and 2024 published data for other assessments. PP persistent absence and overall absence rates are from the CELT school context analysis.

Measure	n (PP)	School PP	School Non-PP	National PP*	Gap vs Nat PP	▲ ▼
KEY STAGE 2 — Expected Standard or above (2024–25)						
Reading EXS+	6	67%	92%	62%	+5pp	▲
Writing EXS+	6	67%	85%	58%	+9pp	▲
Maths EXS+	6	67%	54%	59%	+8pp	▲
Combined (RWM)	6	67%	54%	46%	+21pp	▲
KEY STAGE 2 — Higher/Greater Depth (2024–25)						
Reading GD	6	33%	54%	18%	+15pp	▲
Writing GD	6	33%	15%	6%	+27pp	▲
Maths GD	6	0%	23%	13%	-13pp	▼
EYFS — Good Level of Development (2024–25)						



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Measure	n (PP)	School PP	School Non-PP	National PP*	Gap vs Nat PP	▲ ▼
GLD	2	50%	86%	52%	-2pp	~
YEAR 1 PHONICS SCREENING CHECK (2024-25)						
Pass rate	2	100%	92%	68%	+32pp	▲
YEAR 4 MULTIPLICATION TABLES CHECK (2024-25)						
Full marks (25/25)	10	20%	35%	25%	-5pp	▼
Average score	10	20.3	22.9	18.9	+1.4	▲
ATTENDANCE (2024-25)						
Persistent absence rate (PP)	—	21.1%	13.2% (non-PP)	~20%	+1.1pp	▼
Overall absence rate (PP)	—	16.1%	—	~5%	—	▼

* National PP benchmarks: KS2 from provisional 2025 DfE release. EYFS, phonics and MTC from 2024 published data. Persistent absence national PP ~20% (2024 data). ▲ = above national PP; ▼ = below national PP; ~ = broadly in line.

2. Analysis of outcomes

Strengths

Attainment outcomes for the PP KS2 cohort (n=6) are notably strong relative to national PP benchmarks across all EXS+ measures. PP reading (67%, +5pp), writing (67%, +9pp), maths (67%, +8pp) and combined (67%, +21pp) all exceed national PP averages. Writing GD at 33% is 27pp above national PP (6%), the highest relative advantage of any measure. This is a genuinely positive picture for a cohort of 6, reflecting the impact of the writing curriculum, Opening Worlds and phonics investment.

Year 1 phonics pass rate for PP pupils was 100% (n=2), 32pp above national PP (68%). This is particularly notable given the significant attendance challenges faced by this cohort, and reflects effective RWI delivery and targeted intervention.

Year 4 MTC average score of 20.3 for PP pupils exceeds national PP (18.9). PP maths outcomes in general are above national benchmarks.



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Areas requiring attention

Attendance is the critical systemic challenge at Fowey and the most significant risk factor for future pupil outcomes. PP persistent absence stands at 21.1% — above the national PA threshold of 20% — compared to 13.2% for non-PP peers. Overall PP absence of 16.1% is substantially above national figures. The Challenges section of this strategy notes that both disadvantaged pupils failed the Year 1 PSC in 2024/25 (reference to the current Year 1 cohort, n=2). Given that the Year 1 PP pupils who did pass had 100% pass rate, this suggests a direct link between high absence and phonics outcomes for the most vulnerable pupils.

Maths GD at 0% for PP pupils (national PP 13%; school all-pupil 16%) is a concern, particularly given the otherwise strong maths picture. This suggests PP pupils are achieving expected standard but not progressing to greater depth at the same rate.

EYFS GLD at 50% (n=2) is broadly in line with national PP (52%) but 36pp below non-PP peers (86%). With a cohort of 2, this cannot be generalised, but the school should monitor the current Reception cohort closely.

Year 4 MTC full marks at 20% is 5pp below national PP (25%), suggesting a continued gap in multiplication fluency for the most vulnerable PP pupils despite the above-average average score.

3. Evaluation of pupil premium activities 2024–25

The table below evaluates each funded activity against the challenges and intended outcomes in the 2024–25 strategy plan. Budget figures are indicative, drawn from the total allocation of £78,202 (including £23,347 school contribution).

Activity (2024–25)	Evidence of impact	Budget	Continue?
Attendance team, personalised attendance packages and tracking	PP persistent absence stands at 21.1%, above national PP (~20%) and significantly above non-PP peers (13.2%). Overall PP absence is 16.1%. This remains the most acute challenge at Fowey. Despite investment in personalised packages and tracking, the gap to non-PP peers is not closing. Both disadvantaged pupils failed the Year 1 PSC in 2024/25 (challenge 2 in the strategy) — attendance is likely a significant factor in this outcome. Attendance support must be intensified in 2025–26.	~£10,000	Yes — intensified
Breakfast Club	Breakfast club has been maintained. Its contribution to attendance improvement cannot yet be confirmed given that PA remains at 21.1%. Impact should be reviewed in terms of whether the highest-absence PP pupils are accessing it consistently.	~£3,000	Yes — monitor access



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Activity (2024–25)	Evidence of impact	Budget	Continue?
Pastoral mentoring, PSM support and SEMH interventions	Qualitative evidence from staff indicates that pastoral provision is supporting some pupils with SEMH needs to engage more consistently. However, with PA at 21.1% and both Year 1 PP pupils failing the PSC, it is not yet demonstrably translating into improved attendance or readiness to learn at a cohort level. Formal wellbeing data has not been collected — this is a significant gap in the evidence base.	~£8,000	Yes — with data
CELT Trust SENCo support (1 day/week) and specialist therapy services	Trust SENCo support has been in place. Both PP pupils who failed the PSC have identified SEND needs, confirming the overlap between SEND and disadvantage as a key risk factor at Fowey. Therapy services support pupils with significant SEMH needs. This provision is essential but impact on academic outcomes needs to be tracked more explicitly.	~£8,000	Yes
Read Write Inc. phonics programme and daily targeted phonics intervention	All Year 1 PP pupils who sat the phonics check achieved the expected standard (100%), 32pp above national PP. This is the strongest positive outcome in the strategy. RWI and targeted phonics intervention appear highly effective for PP pupils at Fowey — a notable achievement given the attendance challenges faced by this cohort.	~£5,000	Yes
Comprehension interventions	PP reading EXS+ at 67% is 5pp above national PP (62%) and reading GD at 33% is 15pp above national PP (18%). Comprehension interventions appear to be contributing to strong reading outcomes, particularly at greater depth, which is a notable trust-wide strength at Fowey.	~£3,000	Yes
Small Schools Writing Curriculum, Opening Worlds and whole-school literacy strategy	PP writing EXS+ at 67% is 9pp above national PP (58%) and writing GD at 33% is 27pp above national PP (6%). These are the strongest writing outcomes for PP pupils across the trust in 2024–25. The writing curriculum investment and Opening Worlds approach appear to be having a significant positive impact. Maths GD	~£5,000	Yes



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Activity (2024–25)	Evidence of impact	Budget	Continue?
	at 0% is the only writing-adjacent area of concern.		
Daily targeted writing intervention	Consistent with the overall positive writing picture. PP writing outcomes across EXS+ and GD are strong relative to national benchmarks. Continued investment is warranted.	~£3,000	Yes
Daily targeted Maths intervention — Winning with Number	PP maths EXS+ at 67% is 8pp above national PP (59%) and combined EXS+ at 67% is 21pp above national PP (46%). These are strong outcomes relative to national benchmarks. However, maths GD at 0% against national PP of 13% and school all-pupil maths EXS+ of only 58% (below national 74%) suggest that while PP pupils are performing above national PP, the whole-school maths picture requires attention. The PP cohort is outperforming the school average in maths — a notable inversion.	~£5,000	Yes — extend to GD
Targeted mentoring and subsidised enrichment, educational visits	Participation data indicates PP pupils are accessing enrichment activities. Pupil voice on confidence and aspiration is not yet formally collected. Financial barriers have been substantially removed.	~£3,000	Yes

4. Priorities and adjustments for 2025–26

The following priorities are drawn directly from this evaluation:

- Attendance — highest priority: Attendance is the single greatest risk to future outcomes at Fowey. Set a non-negotiable target to bring PP PA below 15% by end of 2025–26 (with a trajectory to below 10% by 2026–27). Introduce twice-weekly review of PP pupil attendance by the headteacher. Review whether all high-absence PP families have an active attendance support plan and whether escalation pathways are being followed. Consider referral to the local authority for the highest-absence cases where school-based support has not been effective.
- Phonics for high-absence PP pupils: The 2024/25 cohort data shows both disadvantaged pupils currently failing the PSC are likely to be the highest-absence pupils. Ensure these pupils receive intensive, catch-up phonics support in Year 2 with a target of 100% pass on resit. Monitor daily attendance for these specific pupils.



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- Maths GD: Introduce a specific greater depth focus within the Winning with Number intervention for PP pupils who have secured EXS+. Review whether PP pupils are accessing the school's maths curriculum at GD level or being held back by intervention timetabling.
- Wellbeing data: Introduce half-termly structured wellbeing surveys with disaggregated PP reporting, and termly pupil voice on confidence and aspiration. This data gap prevents robust evaluation of the significant pastoral investment.
- Sustain writing and phonics strengths: The writing curriculum (Opening Worlds, Small Schools Writing Curriculum) and RWI programme are demonstrably effective for PP pupils at Fowey. These should be protected and sustained in 2025–26.

5. Externally provided programmes

No non-DfE external programmes were recorded as funded through pupil premium in 2024–25. Activities were delivered through school-based approaches, the local English Hub and RWI programme.

This evaluation was prepared by Kay Walker (Pupil Premium Lead and Headteacher) and reviewed by Stuart Radnedge (Trustee Lead). For inclusion in the Fowey Primary School Pupil Premium Strategy Statement 2024–2027, published December 2025.