

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Falmouth School
Number of pupils in school	916
Proportion (%) of pupil premium eligible pupils	23.01%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23-2024/25
Date this statement was published	November 2023
Date on which it will be reviewed	March 2024 (complete) September 2024 (complete) March 2025
Statement authorised by	Jo Guest, Headteacher

Pupil premium lead Christy Benney, Assistant Headteacher

Governor / Trustee lead Lisa Michell, Chair of the Board of Trustees

Funding overview

Detail Amount

Pupil premium funding allocation this academic year	£213,150
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£0
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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of background or other challenges that they may face, achieve highly across the curriculum. Through the teaching of our curriculum and implementation of our personal development intent, we want all students to develop the knowledge and skills that they need to go on to complete the next steps of their education and training, which in turn will support students to go on to lead happy and fulfilled lives. Through our implementation of the Pupil Premium Strategy, we want to ensure that background and disadvantage are not predictors of future success or attainment.

At the heart of our approach is the importance of high quality teaching. In line with the research from the EEF regarding the effective use of the Pupil Premium, we recognise that 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 curriculum is designed to be broad and balanced, with a recognition of our school context, and consequent high quality implementation of this curriculum will support all students to achieve highly. We also recognise that many of our students will not formally qualify for free school meals, but live within areas with high levels of deprivation, giving further importance to the high quality teaching for all students to ensure that students who are not formally identified as disadvantaged receive high quality teaching and targeted support. Consequently, our strategy aims to support all students within our understanding of our context to achieve our aims.

Our 3 year strategy, started in 2022, is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. The strategy complements the whole school strategy for the development of cultural capital to support the personal development of our students.

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

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Historically, pupil premium students arrive in Year 7 with lower KS2 scores than non-PP students and have then gone on to make lower progress during KS3 and KS4 than their non-pupil premium peers.
2	A lower proportion of pupil premium students achieve Grade 5+ in English and Maths compared to non-pupil premium students.

3	In general, pupil premium students do not have the same levels of cultural capital as non-disadvantaged students. This must be addressed by the school to ensure all students are equipped with the knowledge and experiences needed to reach their potential and achieve success in life.
4	Attendance rates for pupil premium students are lower than for non-disadvantaged students.
5	Disruptive behaviour is known to have a disproportionate detrimental effect on disadvantaged students.

Intended outcomes

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
Raise pupil premium students' attainment to match that of non-disadvantaged students.	<p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> an average Attainment 8 score of at least the national average (the 2024 national average is 48.7) at least 50% achieving the Basics <p>Reduce the gap steadily between summer 2022 and summer 2025.</p>
Increased proportion of PP students attaining Grade 5+ in English and Maths.	<p>Pupil Premium students achieve the same rate of grade 5+ in English and Maths in summer 2025, as non-disadvantaged students.</p> <p>Make steady progress towards zero gap, between summer 2022 and summer 2025.</p>
Improve the cultural capital of pupil premium students.	All subjects explicitly enrich students' cultural capital within the planned Learning Journey.

	<p>Increased participation of PP students in extracurricular activities. Staff are proactive in removing barriers to pupil premium students attending extra-curricular activities.</p> <p>All pupil premium students will have been provided the opportunity to attend at least one culturally enriching out-of-school experience in each of their school years between 2022-23 and 2024-25.</p>
Improve the attendance rate of pupil premium students.	<p>No gap between the attendance rates of pupil premium students and non-PP students in summer 2025.</p> <p>Reduce the absence gap steadily between 2021-22 and 2024-2025.</p>
Ensure disruption-free learning for all students.	<p>Effective monitoring of behaviour promotes high standards and disruption-free learning for all.</p> <p>Student voice reports that PP students are not more likely to experience disruption to their learning.</p>

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: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Raise the standard of the intent and implementation of the curriculum across all Key Stages with a focus upon delivering an ambitious and coherently sequenced. The implementation of the curriculum will be developed through the 'CED Toolkit' and staff training to support this.</p>	<p>The curriculum is a key driver to ensure that all students receive a high-quality education. This involves the focus upon cultural capital to introduce students to the 'best that has been thought and said'. The impact of the curriculum has been extensively reviewed, and the summary is noted in the Ofsted review of research evidence:</p> <p>Curriculum research reviews</p> <p>Cognitive science is being used increasingly to inform practice in education, with a particular interest into working memory, long-term memory and cognitive load.</p> <p>EEF Guidance Cognitive Science Approaches in the Classroom</p> <p>EEF Guidance report: metacognition</p>	1, 2, 3

Diagnostic assessment is used effectively in the classroom to ensure that all students receive quality first teaching, in which gaps are addressed and adaptations to ensure that all students make effective progress.	<ul style="list-style-type: none"> • EEF:Guide to the Pupil Premium (Step 1) • EEF: Diagnostic Questions Tool. 	1,2.
Provide instructional coaching to staff through the purchase of the Walkthrus subscription and accompanying resources to improve the standard of teaching and learning in the classroom. This will include ongoing CPD and release time.	<p>Instructional coaching involves revisiting the same specific skills several times, with focused, bite-sized bits of feedback specifying not just what but <i>how</i> the teacher needs to improve during each cycle, thus avoiding a 'one size fits all' CPD model.</p> <p>Sam Sims Quantitative Education Research on Instructional Coaching</p>	1, 2
The curriculum/Learning Journeys in all subjects enable all students to make excellent progress.	<p>The Great Teaching Toolkit evidence review states that of the four priorities of great teaching, the first is 'knowing the content'. Within this...</p> <p><i>1.2 Knowledge of the requirements of curriculum sequencing and dependencies in relation to the content and ideas you are teaching</i></p> <p><i>1.3 Knowledge of relevant curriculum tasks, assessments and activities, their diagnostic and didactic potential; being able to generate varied explanations and multiple representations/analogies/examples for the ideas you are teaching.</i></p> <p>The fourth overall priority is:</p> <p>4. present content, activities and interactions that activate their students' thinking.</p>	1,2,3.

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £51,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective targeting of intervention/support, with a particular focus upon supporting students to achieve the 5+ Basics.	<p>The EEF Toolkit suggests that one-to-one tuition delivered in addition to but linked with students' curriculum lessons, provides high impact for moderate cost. Delivering tuition to small groups lessens the impact, but increases cost-effectiveness.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>And in line with the most recent guidance report published in November 2022,</p>	1,2.

	focusing upon the three central principles of effective tutoring: EEF: Making a difference with effective teaching	
Reading comprehension strategies (Reading Plus). specific monitoring of impact on PP students first.	The EEF Toolkit suggests that reading comprehension strategies can deliver up to seven months' positive impact at secondary school level, for very low cost based on extensive research. EEF Literacy Guidance Report	1,2,3.
Teachers' directed time includes a specific 'intervention/revision' allocation for all teachers of all subjects. This includes classroom teachers targeting phone calls and reminders, first, to Pupil Premium students.	The EEF Toolkit suggests that individual and small-group tutoring has most impact when it is delivered in addition to, and complements, the curriculum.	1,2.

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

Budgeted cost: £42,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
For the Personal Development intent to be underpinned by planned opportunities to support the character and cultural development of every student at each key stage in the school. This will include the development of the 'CED toolkit entitlements' to help equip students with the skills and cultural capital that they need to succeed in later life, including activities linked with sport, art and careers events.	Much research has taken place into the ways in which the inequalities in society are reproduced, particularly through considerations of the use of cultural capital to favour certain individuals. Bourdieu Forms of Capital Cultural Capital - Chris Quigley Education Character Education Framework Guidance	3
Led by the Assistant Headteacher responsible for attendance, Learning Leaders engage in a systematic programme of supporting students who have low attendance. Tutors prioritise Pupil Premium students to support improved attendance by proactively contacting families to offer help and support.	There is a positive correlation between attendance at school and academic outcomes. Improving attendance is an essential prerequisite for achieving all other ambitions of this pupil premium strategy and the wider school improvement plan.	4

<p>Learning Leads, Senior Leaders, Year 11 Attendance Mentors, SEND team and the Educational Welfare Service are all available to meet parents to offer guidance to help our young people access their learning by removing barriers that might hinder their progress.</p>		
<p>Behaviour and Attitudes is a whole-school priority, and is led by the Assistant Headteacher for Behaviour and Attitudes. Investment in whole-school CPD to promote improved behaviour and attitudes will disproportionately support our disadvantaged students.</p>	<p>Disadvantaged students are disproportionately affected by disruption to learning. Therefore, ensuring disruption-free learning is a prerequisite to disadvantaged students fully realising their potential.</p>	<p>5.</p>

Total budgeted cost: £213,150

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 2024 to 2025 academic year.

The attendance gap between disadvantaged students and their non-disadvantaged peers remains a significant focus for the upcoming year. Notably, disadvantaged students with attendance above 90% demonstrated higher-than-average progress and attainment. Now in its third year, our Pupil Premium strategy underscores the critical importance of enhancing attendance for disadvantaged students. Our goal is for all disadvantaged students to attend school consistently and achieve outcomes comparable to their peers.

After-school targeted academic support was actively promoted to Pupil Premium students, leading to an increase in their attendance at multiple Targeted Support sessions over the year, surpassing participation rates among non-disadvantaged peers. As part of our Wider Strategies provision, we implemented and monitored a consistent whole-school reading programme during tutor time. This ensured that all Pupil Premium students engaged daily with high-quality texts read by their tutors.

The year concluded with a diverse 'Activities Week,' offering all students opportunities to participate in enriching extracurricular activities that foster cultural capital. This included trips to National Trust properties, watersports, and a football academy delivered by Plymouth Argyle, along with in-school activities such as arts, music, design, Lego robotics, baking, dance, and textiles.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
IDL (Literacy)	ISLS Group/Ascentis
Accelerated Reader	Renaissance
Reading Plus	Dreambox
Sparx Maths	Sparx

