

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	982
Proportion (%) of pupil premium eligible pupils	21.7%
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	September 2024
Statement authorised by	Lenka Chanter, Headteacher
Pupil premium lead	Alastair Mitchell, Assistant Headteacher
Governor / Trustee lead	Nigel Hyde, Chair of the Board of Trustees

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£198,202,50
Recovery premium funding allocation this academic year	£54,510.00
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	£252,712.50

Part A: Pupil premium strategy plan

Statement of intent

At Falmouth School the intent of our pupil premium strategy is as follows:

1. Quality first teaching for all, with a raised awareness of pupil premium students in the classroom to preemptively remove barriers to learning.
2. All staff are aware that eligibility for pupil premium should not be considered to be coupled with low ability and therefore support students to achieve the highest levels possible, regardless of their pupil premium status.
3. Positively impact on the attendance and punctuality of pupil premium students.
4. Encourage positive parental engagement for key events, such as family learning or parents' evenings.
5. Provide equipment/resources/uniform for pupil premium students where needed.
6. Analyse class/subject data to identify and address any progress/attainment gaps for pupil premium students.
7. Teachers use diagnostic assessment to ensure pupil premium students' specific learning barriers are identified and addressed.
8. Develop a vibrant reading culture and lifelong love of reading.
9. We recognise that not all pupils who are disadvantaged qualify for FSM and therefore the PP strategy incorporates support for any students who are known to the school as being disadvantaged. DfE guidance states that: *the Pupil Premium is not a personal budget for individual pupils, and schools are not required to spend all of their allocated grant on eligible pupils.*

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

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.	Attainment 8 gap of zero between pupil premium students and the national average for all students. Reduce the gap steadily between summer 2022 and summer 2025.
Increased proportion of PP students attaining Grade 5+ in English and Maths.	Pupil Premium students achieve the same rate of grade 5+ in English and Maths in summer 2025, as non-disadvantaged students. Make steady progress towards zero gap, between summer 2022 (16% gap), summer 2023 (15.4%) and summer 2025.
Improve the cultural capital of pupil premium students.	All subjects explicitly enrich students' cultural capital within the planned Learning Journey. Increased participation of PP students in extracurricular activities. Staff are proactive in removing barriers to pupil premium students attending extra-curricular activities. 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.
Improve the attendance rate of pupil premium students.	No gap between the attendance rates of pupil premium students and non-PP students in summer 2025. Reduce the absence gap steadily between 2021-22 (10%) and 2024-2025.
Ensure disruption-free learning for all students.	Effective monitoring of behaviour promotes high standards and disruption-free learning for all.

	Student voice reports that PP students are not more likely to experience disruption to their learning.
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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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £130.000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers use diagnostic assessment effectively and TTLs ensure that diagnostic assessment is used to inform/adapt the curriculum.	<ul style="list-style-type: none"> • EEF:Guide to the Pupil Premium (Step 1) • EEF: Diagnostic Questions Tool. 	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.
The curriculum/Learning Journeys in all subjects explicitly promote wider cultural capital.	Ofsted states that cultural capital is ‘... <i>the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement</i> ’. Amanda Spielman advises that cultural capital should be “ <i>a golden thread, woven through everything you do to teach children well</i> ”.	3.

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective targeting of intervention/support, in particular for students capable of attaining grade 5+ in English and Maths.	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.	1,2.
Reading comprehension strategies (Reading Plus).	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.	1,2,3.
School-Led Tuition tutoring programme supports the schools' intervention programme in English, maths, and science.	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.
Teachers' directed time includes a specific targeted support allocation for all teachers of all subjects.	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: £62,712.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
All pupil premium students will be 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. The focus of these trips will be determined by a diagnostic assessment of students prior experience of cultural capital.	Ofsted states that cultural capital is ' <i>... the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement</i> '. Amanda Spielman advises that cultural capital should be " <i>a golden thread, woven through everything you do to teach children well</i> ".	3.

<p>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.</p> <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>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.</p>	<p>4</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: £252,712.50

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 2020 to 2021 academic year.

The academic year 2022-23 marked the start of a new three-year Pupil Premium strategy at Falmouth School. The primary ambition of this strategy is to reduce the gap in progress and attainment of disadvantaged students compared to their non-disadvantaged peers. Whilst the scale of this challenge is recognised by the three-year scope of this strategy, the narrowing of the progress gap between these groups of students in Year 11 results 2023 marks a successful first year on this journey.

With quality first teaching the priority for all our students every day, our Pupil Premium strategy runs in parallel to the improvement journey of our school. In the first year of this strategy, significant resources have been invested into improving Teaching and Learning. As we move into the second year, the focus shifts to monitoring impact and adapting our actions to build on the progress achieved to date.

Further work is needed to ensure we meet the target of all Pupil Premium eligible students being offered a culturally enriching out-of-school experience, and we are resolute that this should be achieved in the current academic year.

Improving attendance remains a priority at Falmouth School, as it does locally and nationally. We are clear that attendance at school is a prerequisite to students meeting their potential.

Finally, encouraging a love of reading amongst all students is an area for further development in this second year of the strategy. The promotion of tutor-led whole-class reading every morning, alongside our deployment of the Reading Plus strategy, are two of the principal means by which we aim to develop this important aspect for all Falmouth School students.

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
Sparx Maths	Sparx

