

Faringdon Community College: Pupil Premium Report 2023/24

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1276
Proportion (%) of pupil premium eligible pupils	24.84%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2023/24
Date this statement was published	05/02/2024
Date on which it will be reviewed	Oct 2024
Statement authorised by	Phil Bevan
Pupil premium lead	Mark Adams
Governor / Trustee lead	Jane Hulse

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£252,835
Recovery premium funding allocation this academic year	£56,028
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£308,863

Part A: Pupil premium strategy plan

Statement of intent

- The Pupil Premium Funding will be used to develop the provision of quality first teaching available to Pupil Premium students throughout the school. This is in line with guidance and research as to the most effective means of closing the gap for these students.
- The intention is to use the funding to close the gap in attainment that exists between Pupil Premium eligible students and their non-Pupil Premium peers.
- Funding will be used to support and improve attendance for Pupil Premium students, as an initial barrier to progress for this cohort.
- Funding will be used to provide support where required for Pupil Premium students to address potential gaps in terms of cultural capital.
- We will ensure that our approach works on the basis of understanding individual barriers to progress for each of our Pupil Premium students, in order to enable each of them to be successful.
- Funding will be used to improve engagement with school, with anticipated positive impacts from there on both attendance and outcomes.

Challenges

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

Challenge number	Detail of challenge
1	Attendance: The attendance of Pupil Premium students is an initial barrier, with a gap in attendance between this cohort and their non-Pupil Premium peers. Attendance of pupil premium students is 4.4% lower than their non-pupil premium peers.
2	Literacy/Reading Age: On average Pupil Premium students arrive at FCC with lower levels of literacy, making accessing learning in all subject areas more challenging
3	Engagement: Lower levels of engagement in school life from some pupil premium families, alongside lower aspirations.
4	Local context: The number of life enriching options and activities available in the local community have diminished in recent years. The challenge is for FCC to provide these for our Pupil Premium students

5	Cultural Capital: The financial deprivation that exists for Pupil Premium students can limit their access to cultural capital and other life skill enriching activities, more easily accessible to non-Pupil Premium students
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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
Attendance: PP students will have attendance and attendance patterns in line with the whole school cohort.	<ul style="list-style-type: none"> PP attendance to close the gap on whole school attendance. Reduction of the 4.4% current gap. Percentage of PP students with persistent absence in line with whole school levels.
KS2-3 Transition: All PP students to have a successful transition from primary school into Y7.	<ul style="list-style-type: none"> All PP students to access transition days. Y7 PP attendance to be in line with whole year 7 attendance.
Pathways: All PP students to have clear pathways at all key transition points between key stages.	<ul style="list-style-type: none"> All PP students will successfully transfer into their post-16 provision, with no PP student becoming NEET. Y9 PP students to access options evening and be supported to select appropriate pathways for KS4 study.
Attainment: Attainment raised for all PP students' across all subjects, with a specific focus on English and Maths.	<ul style="list-style-type: none"> Increased percentage of PP students attaining a level 4 or higher in English and Maths. The P8 score for PP students to improve from 2022/23 level as a whole cohort.

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further development of the FCC Effective Teaching Framework to support delivery of Quality First Teaching consistently across the school.	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf</p> <p>EEF evidence highlights that the implementation of consistent quality first teaching approaches are the most impactful in raising attainment of all students, including PP.</p> <p>The FCC Effective Teaching Framework enables departments to identify areas of strength and areas of development in their practice. Cross-departmental work can then take place to improve the quality of education across the board.</p>	1, 2, 3
School CPD programme to focus on developing relationships and improving Quality First Teaching.	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf</p> <p>Areas identified for development in the FCC Effective Teaching Framework will become the focus of whole school and departmental CPD. Two or three key areas will be drawn out and CPD targeted to make rapid improvements in these areas which will benefit all students, including PP students.</p>	1, 2, 3
Implementation of a clear attendance policy, driven by SLT and school attendance officer.	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>The EEF highlights attendance as one of the key barriers to progress for PP students.</p>	1, 3

	This is both in terms of attendance to school and also punctuality within the school day. A clear attendance policy implemented and driven by the school attendance officer and SLT will target this area.	
Further development of the Y9 options pathway with internal Alternative Provision and Unit Award pathways to meet the needs of students.	https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf The approach here is to ensure that the curriculum on offer best meets the needs of the students and specifically the PP cohort. There are a range of options for different pathways on offer.	1, 4, 5
Development of school T&L policy to support all learners. QFT key for PP student progress	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473975/DFE-RB411_Supporting_the_attainment_of_disadvantaged_pupils_brief.pdf Research showing how the most successful schools have reduced the attainment gap for PP students. The most successful strategies have involved raising attainment for all students, which is best achieved through quality first teaching, as opposed to bolt-on strategies.	2, 3

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

Budgeted cost: £170,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued use of National Tutoring Programme to support students who find accessing the full school curriculum challenging.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition EEF research shows that small group or one-to-one tuition can add as much as 4 months extra learning across a year. This can be effectively deployed to support the progress of PP students.	2
Development of FCC Pastoral mentoring system, including pastoral referral,	https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporti	1, 3, 4, 5

Nurture provision and PP database systems	ng school planning - A tiered approach to 2021.pdf Effective pastoral support for students including PP students is a key means of ensuring engagement with school. It has expected impact on some of the key barriers to progress, including attendance and ultimately attainment.	
Literacy intervention groups run through the SEND department and also as an ongoing focus with SLT. Also development of a whole school reading strategy, including wider use of Accelerated Reader.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 EEF research and toolkit highlights that targeted interventions are much more effective in this area than generalised TA deployment. Research also indicates that for progress in areas such as literacy and reading ages, small group work is more effective than one-to-one support, aside from in exceptional circumstances.	2
Use of TA's, Autism specialist TA's and ELSA trained staff. Also Nurture facility and trained staff.	https://educationendowmentfoundation.org.uk/news/teaching-assistants-can-improve-numeracy-and-literacy-when-used-effectively?utm_source=/news/teaching-assistants-can-improve-numeracy-and-literacy-when-used-effectively&utm_medium=search&utm_campaign=site_search&search_term=teaching%20assistants EEF research showed that the effective deployment of support staff, including Tas, can add up to 3 or 4 months of learning across a school year. This was best demonstrated in small group interventions, although some evidence of one-to-one support having a similar impact on numeracy.	2, 3, 4, 5
Careers adviser to support with transition at all key points for students.	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education?utm_source=/education-evidence/evidence-reviews/careers-education&utm_medium=search&utm_campaign=site_search&search_term=careers EEF research showed that careers education had the most significant impact on both educational outcomes and economic futures when it was individualised. This underpins the approach of using the careers adviser. Identification of key students at	4, 5

	earlier transition points means a greater level of impact, according to EEF research.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted Cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance policy development led by school attendance officer and SLT.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents EEF research shows the importance of working with families to support students' engagement in school and attendance. When done effectively through strategies and a process of ongoing support it can add up to 3 months of learning onto a school year for students. This would be greatly impactful for PP students.	1
FCC Futures & Aspirations programme.	https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Non-cognitive_skills_literature_review_1.pdf Research where key findings demonstrated that the development of non-cognitive skills linked in with overall academic attainment. The development of key skills here was most effectively achieved through different learning programmes.	3, 4, 5
SLT weekly assembly and a tutor time programme addressing wider citizenship and cultural issues. Also development of a Y7/Y8 PSHE curriculum to address wider issues.	https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Non-cognitive_skills_literature_review_1.pdf Research where key findings demonstrated that the development of non-cognitive skills linked in with overall academic attainment. The development of key skills here was most effectively achieved through different learning programmes.	3, 4, 5
Book Buzz programme to provide reading and learning activities to Pupil Premium students. Also	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	2, 3

Letterbox Project to support here.	EEF research that highlighted the importance of literacy and academic literacy. Shown to be a crucial skill both for attainment across the subjects but also as an indicator of future life outcomes.	
Y7 Accelerated Reader programme expanded to KS3. Further reading and literacy support groups for our weakest readers.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 EEF research that highlighted the importance of literacy and academic literacy. Shown to be a crucial skill both for attainment across the subjects but also as an indicator of future life outcomes. Research also shows that small group intervention is most impactful for literacy.	2
Rewards Trips and general rewards programme.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/increasing-pupil-motivation Research showed that rewards and incentives had some positive impact. This impact was most closely seen in student classwork. There was also evidence from the EEF that incentives had some impact on Maths outcomes at GCSE level. Needs to be implemented alongside other approaches.	3, 4, 5

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Y11 GCSE Outcomes PP 2022/23

P8 PP: -1.06

Y11 GCSE Outcomes PP 2022 vs 2023

P8 2022: -1.69

P8 2023: -1.06

P8 2024 (Predicted: Spring 2024) -0.31

The 38 disadvantaged students who made up the 2022/23 cohort achieved a P8 score of -1.06. This figure shows also shows the impact of attendance on outcomes for disadvantaged students and highlights an area of further focus for us. The 2023 results for PP students represented a clear improvement from the 2022 results and a narrowing of the gap for these students as a whole. Further focus on attendance strategies, as highlighted in this report, are designed to have an impact on this figure moving forwards. The comparison of outcomes for PP students from 2022 to 2023 shows the impact of the focus on improved quality first teaching too, with this again being an area of further focus for 2024.

Whilst there is still a gap evident in terms of outcomes and progress, we can see that the gap is closing. This is based on our focus on both quality first teaching as the main focus and also on our attendance strategy. With continued focus on these two main areas we should see further improvement in terms of both outcomes and progress for our PP students.

Our predictions for the 2024 summer examinations gives us a PP P8 score of -0.31. This has been generated through a robust assessment and predictions policy and would represent the next step in our journey of improved outcomes for PP students.

Externally provided programmes

Programme	Provider
Book Buzz	The Book Trust
Medical Mavericks	Medical Mavericks
Oxfordshire Local Enterprise Partnership: careers provision and visiting local business representatives	OXLEP
Local Author visits	Various individual providers
Various bespoke programmes for vulnerable learners	Alternative Provisions, local policing, restorative justice services, PCSO.

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
<p>Service PP allocation was used to create support groups and facilities for our Service Premium students. This has included the appointment of 2 staff members to support with this group of students and the resourcing of trips and events for this cohort.</p> <p>There is now a staffed lunch club running once a week for these students and a variety of termly trips organised and run from school. This has been led on by a dedicated member of staff within school and supported by both the 2 appointed staff noted above and also the Trust Inclusion Lead.</p>
The impact of that spending on service pupil premium eligible pupils
<ul style="list-style-type: none">• Weekly lunch clubs up and running for service premium students. These are well attended each week.• Key staff member planning various activities within school to raise the profile of these students.• Key staff member planning and running various out of school trips for these students, linking in with the wider service student bases in the surrounding area.• Further trips planned across 2023/24. Trips so far have been well received and well attended by these students.

Further information (optional)

There is continued development of the FCC inclusion model to support all students, including those Pupil Premium students. Focus going forwards is on further identification of individual barriers to progress and possible supportive interventions. We have recently appointed an Inclusion Lead for the Trust and visits to other successful inclusion schools are planned to support our work.