

# Pupil premium strategy statement 2024-25

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
School name	Faringdon Community College
Number of pupils in school	1455 (in Years 7-13) 1297 (in Years 7-11) [numbers based on September 2024]
Proportion (%) of pupil premium eligible pupils	249 Pupil Premium 106 Service Pupils 24% (in Years 7-13) 27% (in Years 7-11)
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Jonathan Dennett
Pupil premium lead	Charlotte Kitching
Governor / Trustee lead	Jane Hulse

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£261,450 (PP) £36,040 (PP+) [figures from DfE]
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£297,490

## Part A: Pupil premium strategy plan

### Statement of intent

Faringdon Community College's ethos is based around the motto of Belong, Believe, Aspire, Achieve. Through this, we work to ensure all of pupils feel a sense of belonging at our school. In promoting this, we foster a sense of self-belief and independence, which supports our pupils' aspirations to achieve highly. It is our belief that all of our pupils belong to the Faringdon family, and that all our pupils should aspire to achieve, irrespective of their background.

This ethos and intention is for all of our students, irrespective of and mindful of their background and any challenges they might face, as we strive to ensure they all make good progress and achieve high levels of attainment across the curriculum.

The focus of our pupil premium strategy is to support our disadvantaged pupils in achieving good progress, as well as high levels of attainment across the curriculum. Whilst this report focuses on those students eligible for the pupil premium, the activities outlined are also intended to support other vulnerable pupils, such as those who are young carers or those with social workers, whether they qualify for the pupil premium or not.

Inclusive, Quality First Teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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.

We aim to ensure that all disadvantaged students attend school and will be successful learners, are provided with timely and accurate feedback on their learning, and are given additional support where required, particularly to develop their literacy and numeracy and to provide opportunities to build on their cultural capital. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The approaches we have adopted complement each other to help pupils progress and succeed. 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
- focus on our disadvantaged cohorts and individuals in our CPD and planning.

## Challenges

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

### Challenge 1: GCSE Outcomes

### Challenge 2: Attendance

### Challenge 3: Literacy and Reading Levels

### Challenge 4: Homework

### Challenge 5: Engagement and Aspiration

## 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
<b>A: Improved attainment among disadvantaged pupils across the curriculum at the end of Key Stage 4.</b>	The ultimate goal is to close the gap in Progress 8 scores between PP and non-PP pupils. By the end of the current strategy plan, the aim is to improve P8 of PP students to -0.25
<b>B: Improved attendance for all pupils, particularly our disadvantaged pupils.</b>	Using pre-Covid-19 National Averages as targets, the attendance goals are: <ul style="list-style-type: none"> <li>the overall absence rate for all pupils towards being no more than 5%</li> <li>the absence rate for disadvantaged pupils towards being no more than 8%</li> <li>the percentage of all pupils who are persistently absent being no more than 14%</li> <li>the percentage of disadvantaged pupils who are persistently absent being no more than 25%</li> </ul>
<b>C: Improved literacy levels and reading ages amongst PP students.</b>	Improved literacy from 2024/25, demonstrated by a significant reduction of struggling readers both within the PP cohort and the school as a whole. This will ensure that the interventions in place are having the desired effect of improving literacy levels in the cohort.
<b>D: Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</b>	Teacher reports and class observations indicate disadvantaged pupils are more able to monitor and regulate their own learning, through the use of after school provision to supplement/replace home learning where appropriate. Homework data will support this finding when comparing PP and non-PP data in each year group.

<b>E: Improved engagement in opportunities outside of the classroom and aspiration amongst disadvantaged students.</b>	Improved engagement in enrichment opportunities outside the classroom in 2024/25. PP students attending FCC Sixth Form. Improved aspiration and future plans amongst PP students, demonstrated through one-to-one and small group discussion and the additional, prioritised careers provision for disadvantaged students.
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## Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

All chosen actions and approaches have been informed by the following documents, some of which are referenced explicitly below:

[Source 1] [Sutton Trust and Educational Endowment Foundation: Teaching and Learning Toolkit](#)

[Source 2] [Ofsted: The Pupil Premium, How schools are spending the funding successfully to maximise achievement](#)

[Source 3] [DfE: Supporting the attainment of disadvantaged pupils](#)

[Source 4] [Ofsted: The Pupil Premium, An Update](#)

[Source 5] Matthew Haynes SHMI: Improving Disadvantaged Pupils' Outcomes

[Source 6] [Pupil Premium Menu: EFF Evidence Brief](#)

**Total budgeted cost: £129,000**

# **1 Teaching** (e.g. CPD, recruitment and retention)

Budgeted cost: £ 38,000

**Quality First Teaching**

**Focus on metacognition**

**Literacy strategy**

# **2 Targeted Academic Support** (e.g. Mentoring, one-to-one support)

Budgeted cost: £5,000

**Year 11 Mentoring**

**Other PP Support**

**Year 11 Revision Sessions**

**Revision Guides**

# 3

Wider strategies

(e.g. related to attendance, behaviour, wellbeing)

Budgeted cost: £ 86,000

**Free School Meals Subsidy**

**Coordinated Approach to Provision**

**Extra-Curricular Activities and Trips**

**Careers Provision**

**Pathways**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

## 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 -0.55

The disadvantaged students who made up the 2023/24 cohort achieved a P8 score of -0.55. This figure represents a further step of progress for this cohort and a further narrowing of the gap for these students as a whole. Much of this progress was down to work on attendance and exam skills, enabling more of this cohort to access support throughout their Y11. The next steps in this approach include a further focus on attendance strategies to support these students being able to access relevant support. Also further focus on the development of our quality first teaching model, as highlighted in this report, should help to build on the positive progress with this cohort.

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.

### 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 and a range of internally provided alternative provision/curriculum.
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## Service pupil premium funding (optional)

<b>How our service pupil premium allocation was spent last academic year</b>
<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. 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. This has included specific events for this cohort of students, including a trip to the Air Tattoo this year and furthering of links with the local defence academy.</p>
<b>The impact of that spending on service pupil premium eligible pupils</b>
<ul style="list-style-type: none"> <li>• Weekly lunch clubs up and running for service premium students. These are well attended each week and consistently so.</li> <li>• Key staff member planning various activities within school to raise the profile of these students. This continues to develop with further activities and events planned.</li> <li>• 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.</li> <li>• Further trips planned across 2024/25. Trips so far have been well received and well attended by these students.</li> <li>• Raising the profile of this cohort on a whole school level with use of INSET days.</li> </ul>

## 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.*