

Pupil premium strategy statement 2025-26

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	1403 (in Years 7-13) 1242 (in Years 7-11) [numbers based on September 2025]
Proportion (%) of pupil premium eligible pupils	272 Pupil Premium 122 Service Pupils 19% (in Years 7-13) 22% (in Years 7-11)
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Lisa Barker
Pupil premium lead	Charlotte Kitching
Governor / Trustee lead	Sarah Church

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£265,525 (PP) £59,170 (PP+) [figures from DfE]
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	£324,695

Part A: Pupil premium strategy plan

Statement of intent

Our vision is to be a **Beacon of Excellence** - delivering high-quality, inclusive education and enriching experiences within a nurturing and supportive environment. We champion high aspirations, academic achievement, and personal success for every learner.

We make four promises to our pupils, parents, and staff:

- Deliver high-quality, inclusive teaching
- Provide a nurturing environment
- Immerse pupils in a wide range of experiences
- Empower pupils through a supportive and developmental framework

Our school values - **belong, believe, aspire, achieve** - are woven into the fabric of our ethos. These principles create an environment where every pupil feels a genuine sense of belonging. By fostering this, we nurture self-belief and independence, empowering pupils to aspire and achieve at the highest level. We are committed to ensuring that no child feels excluded or opts out. At Faringdon, every pupil is part of our family and encouraged to aim high, regardless of background.

Our pupil premium strategy is designed to help disadvantaged pupils make strong progress and achieve high attainment across the curriculum. While this report focuses on pupils eligible for pupil premium funding, the initiatives outlined also support other vulnerable learners, such as young carers and pupils with social workers, whether or not they qualify for the pupil premium.

Inclusive, quality first teaching lies at the heart of our approach, prioritising areas where disadvantaged pupils need the greatest support. This strategy has proven to be the most effective way to close the attainment gap while benefiting all pupils across the school. Our teaching approach is underpinned by the RAMP framework - Retrieval, Assessment for Learning, Modelling, Practice - based on Rosenshine's Principles of Learning. We firmly believe it is the responsibility of every classroom teacher to ensure that every pupil experiences high-quality, inclusive teaching.

The approaches we have adopted complement each other to help pupils progress and succeed. To ensure they are effective, we will:

- Challenge disadvantaged pupils in the work they are set
- Act early to intervene when needs are identified
- Adopt a whole-school approach where all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

- Focus on 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: Social, Emotional and Mental health

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
A: Improved progress among disadvantaged pupils across the curriculum at the end of Key Stage 4.	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: Improved attendance for all pupils, particularly our disadvantaged pupils.	Using pre-Covid-19 National Averages as targets, the attendance goals are: • the overall absence rate for all pupils towards being no more than 5% • the absence rate for disadvantaged pupils towards being no more than 8% • the percentage of all pupils who are persistently absent being no more than 14% • the percentage of disadvantaged pupils who are persistently absent being no more than 25%
C: Improved literacy levels and reading ages amongst PP students.	Improved literacy from 2025/26, 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.
D: Improved mental health and wellbeing	Pupils will have the confidence and resilience required to improve their attendance and access their lessons. They will be able to self-regulate and ensure they are making positive choices to support their future opportunities.

E: Improved engagement in opportunities outside of the classroom and aspiration amongst disadvantaged students.	Improved engagement in enrichment opportunities outside the classroom from 2025/26. 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: EEF Evidence Brief](#)

Total budgeted cost: £131,675

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

Spending breakdown:

CPD	£5,000
Accelerated Reader	£7,307
Equipment funding:	£10,000

Budgeted cost: £22,307

Quality First Teaching

Literacy strategy

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

Spending breakdown:

Yr11 Mentoring	
Yr11 Easter Revision	£1,500
Yr11 May Half Term Revision	£1,000
KS4 Revision guides	£2,500
School buses	£26,460
Alternative Provisions	£3,000

Budgeted cost: £34,460

Year 11 Mentoring

Year 11 Revision Sessions

Revision Guides

Other PP Support

3

Wider strategies

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

Spending breakdown:

Free School Meals:	£29,096
Breakfast Club:	£1,500
School visit subsidies:	£10,000
Careers Fair:	£ 2,000
School uniform fund:	£ 2,000
Extra-curricular sessions	£5,000
Emergency fund:	£4,000
Counsellor	£19,617
Homework Club TA	£1,695

Budgeted cost: £74,908

Free School Meals Subsidy

Focus on Social, Emotional and Mental Health

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 2024 to 2025 academic year.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Y11 GCSE Outcomes PP

A8 2025 -12.55

P8 2022: -1.69

P8 2023: -1.06

P8 2024 -0.55

We do not have any Progress 8 data this year to compare with previous years and we have no national data with which to compare our own data. However, we can see from the disadvantaged students who made up the 2023/24 cohort that they achieved a Progress 8 score of -0.55, which represents a further step of progress for this cohort and a further narrowing of the gap for these students as a whole. When comparing our current A8 data with last year's national data of -15.4, we can see that this is lower than the increasing national average.

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.

Literacy and reading levels

From the data, we can see that we have a higher number of struggling readers entering Y7. Whilst it would be beneficial to conduct some work with the primary schools to ensure that those who struggle with reading have effective support in place, when looking at the individual students concerned, we can see that some of these students have struggled with attendance at primary school but entered our EBBSA provision so were attending school in Y7. As a result, we are managing to gain data from students who, previously, we would not have had data to include. This would also explain the 'rise' in struggling readers from Y7-8 and Y9-10, as more students were present last September

than were in September of 2023. Improved attendance and clear tracking of students across the year groups will make this data more robust. Our improved EBBSA provision and pastoral provision has enabled us to assess more students so, as time progresses, our data will be more reliable.

2024-25 data:

Year Group	No. of PP students with consistent data	No. making above expected progress	Reduction in number of Struggling Readers
7	50	23	6 to 3
8	45	8	8 to 6
9	29	13	3 to 2
10	42	10	5 to 2

More students make above expected progress in Y7 as they have dedicated reading lesson time (Accelerated Reader). In Y8-10, the students who are identified as needing intervention receive a 20 minute session, once a week for six weeks in tutor time. There is also the concern that many of the students who require this support are more likely to miss tutor time due to being late into school or because they choose not to attend.

Externally provided programmes

Programme	Provider
Enterprise – inspirational talks	Participate Projects
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.
Educake	Educake
Sparks Maths	Sparks

Service pupil premium funding (SPP) (*optional*)

How our service pupil premium allocation was spent last academic year
Some of the SPP allocation has gone towards a part time counsellor who can provide specific support for students when parents are posted. We have benefited from a Trust-wide designated SPP lead who has provided a staffed lunch club and safe space for our students, which runs once a week. We have also held a variety of termly trips organised and run from school, as well as a variety of in-school events, such as a cookery competition. We have continued with the annual trip to the Royal International Air Tattoo and furthering of links with the local defence academy.
The impact of that spending on service pupil premium eligible pupils
• Space and time for students to speak to a qualified professional when the need arises. • Weekly lunch clubs up and running for service premium students. These are well attended each week and consistently so. • 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. • 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 2025/26. Trips so far have been well received and well attended by these students. • Raising the profile of this cohort on a whole school level with use of INSET days.

Further information (optional)

There is continued development of the FCC inclusion model to support all students, including those Pupil Premium students. Every child who qualifies for PP has an individual student passport, which provides all staff with additional information about that child, promoting strong relationships.

The focus for 2025/26 is on further identification of individual barriers to progress and possible supportive interventions to ensure equity for all of our children. We have recently appointed an Inclusion Lead for the Trust and visits to other successful inclusion schools are planned to support our work.