Pupil premium strategy statement

This statement 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	Farmor's School
Number of pupils in school (Y7-11)	840
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025/2026 to 2027/2028
Date this statement was published	September 2025
Date on which it (was) will be reviewed	(October 2026) October 2027
Statement authorised by	Mark Surowiec, Headteacher
Pupil premium lead	Noelle Sturla, Assistant Headteacher
Governor / Trustee lead	Laura Daniel Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155,668
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	£155,668

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, ensuring equitable access and take up of the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality 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. 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.

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
- tailor our professional development programme on inclusive practice and adaptive teaching

Challenges

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

Challenge number	Detail of challenge
1	Our cohort of children who are eligible for Pupil Premium funding remains well below the national average. This means that an individual response is required. Subject teachers are expected to know each child and the possible barriers to their learning.
2	Our assessments and observations with pupils and by teachers suggest that reading, for enjoyment, and within the taught curriculum is not as embedded as it could be. Making sure that children are engaged with reading from the beginning is one of the most important ways to make a difference to their life chances, whatever their socio-economic background. The challenge is to address this across all areas of the curriculum.
3	We recognise that fostering belonging is essential for pupil wellbeing, engagement, and achievement. Through inclusive practices, positive relationships, and high expectations, we create an environment where every child feels valued, respected, and connected to the school community. We also understand the importance of developing cultural capital—those essential knowledge, skills, and experiences that enable pupils to succeed in life. For our Pupil Premium learners, we actively seek to remove barriers and provide enriched opportunities that broaden horizons, deepen understanding, and build confidence.
4	Our assessments (student surveys and focus groups), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Our attendance data over the last 5 years indicates that attendance among disadvantaged pupils has been between 0.8 – 2.5% lower than for non-disadvantaged pupils. 21.4 – 35.8% of disadvantaged pupils have been 'persistently absent' compared to 12.4 – 21.7% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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 (for academic cohort)
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4	KS4 outcomes demonstrate that disadvantaged pupils achieve as well as their peers (in relation to their prior attainment)
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and pupils' ability to access more challenging texts throughout the curriculum. Pupils should read more fluently, have a wider vocabulary and know how to read and comprehend texts in different subject disciplines.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing demonstrated by: • Qualitative data from student voice, student and parent surveys and teacher observations. • an increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: • the overall absence rate for all pupils being no more than the national average and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • Individual support being offered to those pupils who are 'persistent absentees'
Careers Post 16 destinations Work experience placement	All disadvantaged students are supported to: • Have a structured career discussion and clear pathway • Have a confirmed post 16 destination • Have a successful work experience placement in Year 10

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: **£23,475**

Activity	Evidence that supports this approach	Challenge number(s) addressed Review
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. STAR tests are taken by students in Years 7-9 to assess reading levels. Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1, 2, 3 10/26 Tests have been well utilised to ascertain benchmark reading proficiency and screen for further intervention.
Ensuring that all elements of the curriculum/assessment are accessible for all learners. Expand library provision and reading aloud	The emphasis on disciplinary literacy through our Read2Learn approach makes clear that every teacher communicates their subject through academic language, and that reading, writing, speaking and listening are at the heart of knowing and doing science, art, history, and every other subject in secondary school. Redevelopment of the library and investment in more inclusive and relevant books, audio books, furniture, speakers and reading events to promote reading for pleasure. Focus on tutors and SLT reading aloud in tutor time at KS3 and in English and Learning about Language lessons. Investment in new texts which reflect the diversity of our school community and the wider UK population. Investment in library website so pupils can access books from home and reserve books. Opening hours of library extended to pupils can use it before school.	1,2,3, 4 10/26 Learning walks and sprints have revealed an increased use of reading aloud (in tutor time and lesson time). Library provision continues to be at the heart of this initiative.

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	
Ensuring all teachers are supporting in developing their professional practice. Launching a new, research led CPD programme.	There is a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD. Focus in 2025-26 on looking at our Farmor's House Style through an inclusion lens. This includes embedding strategies to ensure all students are thinking hard in every lesson and ensuring our resources are inclusive by design. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2,3,4,5 10/26 Well received CPD, evaluated by teaching/support staff in developing our Universal Offer.
Ensuring a consistent approach from staff and creating a safe learning environment	Misbehaviour in lessons is something that has been documented by teachers for centuries. And while most pupils in most lessons are well-behaved, it's a major cause of stress for teachers and can have a lasting impact on the outcomes of the pupils in the class. There's a clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1,3, 4,5 10/26 New online reporting system has enabled a more streamlined approach to gathering live information and improved efficiency.
Delivering a tailored CPD programme on Inclusive practice	As part of our commitment to equity and excellence in education, our professional development programme prioritises inclusive practices that support disadvantaged pupils. We aim to equip teaching staff with the knowledge, strategies, and tools to identify and address barriers to learning, ensuring that every child—regardless of background—has	1,2,3,4,5 10/26 This approach continues and will be further refined this year, through our CPD programme. The aim is to become expert in our Inclusive Practice.

	access to high-quality education and opportunities to thrive. Through reflective practice, peer collaboration, and ongoing support, we strive to build a culture of inclusion where disadvantaged pupils are empowered to succeed academically and personally. Effective Professional Development | EEF	

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

Budgeted cost: **£77,850**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan. Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF	2 10/26 Reading interventions continue to deliver excellent prograss and rapid improvement
Creating additional tar-geted groups to meet identified need	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low at-taining pupils or those falling behind, both one-to-one and in small groups: https://educationendowmentfounda-tion.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3,4,5 10/26 Each cohort is carefully considered and a flexible approach applied. Smaller 'nurture' groups are timetabled where needed.
Development of careers advisor post, careers guidance and opportunities.	Planned, 1:1 interventions and parental liai-son to ensure that all pupils have a secure destination and are able to look ahead and set goals. Students have experience of dif-ferent post-16 providers through sixth form	3,4 10/26 Our Careers provision continues to develop and respond

	and college visits, in order to make well-informed choices. Students experience visits from external employers via assemblies and mock interviews, to gain further encounters. We ensure that students gain a high-quality work experience placement in Year 10. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	to the needs of our learners. Excellent enagement with business providers through Careers Fairs, Interviews, Work experience
Homework club	Offer a dedicated space for pupils to complete their homework. Staffed by members of the Learning Support team who can offer tailored assistance. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	3,4, 5 10/26 This has been run on a daily basis and is well attended by students.
Access to IT	Utilising chromebooks to remove the barriers of disadvantage, allowing all pupils to access a full curriculum without prejudice. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1, 10/26 This is a continuing need for IT provision

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

Budgeted cost: **£54,343**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a school counselling service to meet the acute needs of some students.	Good evidence to suggest that early intervention is the best approach. https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions	1,3,4,5 10/26 This continues to be part of our Universal Offer and is well utilised. We now have YMM working in school, to complement our wellbeing provision.

Allocate funding to ensure equal access to trips, cultural activities, curriculum resources.	https://educationendowmentfounda-tion.org.uk/education-evidence/teaching-learning-toolkit/arts-participation 2. Build a culture of community and belonging for pupils | EEF Physical activity | EEF	3,4,5 10/26 We continue to offer this to families who are in need of financial support to remove barriers.
Increased staffing in our Student Services team to allow for additional wellbeing/behaviour support.	Behaviour interventions | EEF Parental engagement | EEF	1,3,4,5 10/26 Student Services support continues to be the hub of the school for medical, behaviour, wellbeing, safeguarding needs of all children.
Mentoring support for students who have been identified for a behaviour support plan	Mentoring | EEF	1,3,4,5 10/26 The staff member who was delivering this support has now left. We are using other avenues/partners to meet the needs of students.
Offer additional visits/bespoke transition programmes for Year 6 disadvantaged pupils	Facilitating a Successful Transition to Secondary School: (How) Does it Work? A Systematic Literature Review | Adolescent Research Review	1,3,4,5 10/26 This continues to be offered as a bespoken approach, where appropriate.

Total budgeted cost: £155,668

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 previous academic year.

Data taken from FFT Aspire There are, and will be, no Progress 8 measures for this cohort due to KS2 SATS not being taken during the pandemic.

Our GCSE results in 2024/25 were above the national average for all students, achieving 4+ GCSEs (including English and Maths). The cohort of Pupil Premium students (16) achieved 56% against the same measure. Of this small cohort, 4 of the students also had an Education, Health and Care Plan and, in response to their needs, had a tailored curriculum.

In addition, careful support meant all students were supported onto appropriate post-16 pathways to continue their education, training and employment. The use of Pupil Premium funding to support wellbeing and targeted intervention therefore showed some degree of success and we continue to build on that approach in our new plan.

Our GCSE results in 2025-26 were well above the national average for all students, achieving 4+ GCSEs (including English and Maths) at 82% compared to 66% nationally. The cohort of Pupil Premium students (22) achieved 59% against the same measure, a rise since the previous year..This cohort included students with complex medical needs, 2 x looked after children, four EHCP students as well as those with SEMH needs which caused bouts of absence. Our tailored and individual approach, which we have been developing over recent years, allowed them to re-ceive well-being support and targeted intervention. All students were supported onto appropriate post-16 pathways o continue their education, training and employment.

Externally provided programmes

Programme	Provider
n/a	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We continue to fund additional counselling and mentoring sup-port. Students whose parents are deployed are prioritised for this resource. Some students had additional time with their tu-tor/Head of Year, as appropriate.
What was the impact of that spending on service pupil premium eligible pupils?	All service children attended class visits and other educational experiences offered. No significant concerns have been raised for this cohort of service children.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising support from our local Mental Health Support Team to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.