

Pupil premium strategy statement – Farnborough Spencer Academy

This statement details our school's use of pupil premium funding to help improve the attainment and school experience 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.

Detail	Data
Number of pupils in school	1005
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Stevie Barker
Pupil premium lead	Zara Shah
Governor / Trustee lead	

Detail	Amount
Pupil premium funding allocation this academic year	£464,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£464,400

The Pupil Premium Strategy at Farnborough Spencer Academy is focused on closing the achievement gap for disadvantaged pupils and for all students. Our Pupil Premium

strategy aligns with the Academy Improvement Plan priorities: Achievement and Ambition, Intent and Curriculum, Removing Barriers, and Community Engagement.

Our focus is to close achievement gaps through forensic use of data, high quality teaching, robust reading provision, targeted intervention and the removal of barriers that prevent disadvantaged pupils from achieving.

Reading remains a key driver of improvement. Whole-school reading strategies such as NGRT-informed interventions, Reading Aloud culture, Farnborough Reads, echo reading and explicit vocabulary instruction are embedded across the curriculum to improve fluency, comprehension and oracy.

We aim to remove barriers to learning, enabling all pupils to succeed academically, develop resilience, and access a full range of extracurricular opportunities. Our strategy will focus on improving academic outcomes and building a strong partnership with families to create a holistic support system for our disadvantaged learners. Much of our support will be focussed on improving the whole school experience for our disadvantaged students.

Ultimate objectives for disadvantaged pupils:

Disadvantaged pupils demonstrate improved academic attainment, higher attendance, reduced suspensions, increased extracurricular engagement and improved reading scores aligned with AIP success criteria.

- Improved academic outcomes: ensure that disadvantaged pupils achieve outcomes comparable to their peers, especially in English and maths.
- To improve attendance for all students and primarily our disadvantaged students. We know attendance is the key to success for academic and pastoral development.
- To improve reading fluency and comprehension for all students of all key groups, with an increased focus on disadvantaged students. We understand that reading improvements have the most leverage for academic and personal success- in school and beyond.
- Increased participation in extracurricular activities: enable and actively encourage all disadvantaged pupils to participate in enrichment activities to develop broader skills. Use the increased participation to promote social inclusion and involvement.
- To strengthen engagement and relationship building with families. We want to foster strong communication with families to ensure that they can effectively support their child's learning at home. This includes pastoral support and home learning implementation.

How the current strategy plan works towards achieving these objectives:

- We will employ and continue to develop a mix of quality first teaching, targeted academic interventions
- The plan focuses on intervention in and out of the classroom and personalised learning, providing tailored support to meet the needs of disadvantaged pupils. This heavily involves our pastoral teams and wider support teams who provide support outside of the classroom to support our students.
- We aim to ensure that disadvantaged pupils can access extracurricular activities and school trips, removing financial barriers wherever possible.
- We will ensure the disadvantaged students are prioritised for our reading interventions, if they are reading below their chronological age.

Key drivers in this strategy:

- Quality first teaching: all staff will receive regular professional development opportunities focused on strategies to support disadvantaged pupils and all students. Our coaching programme (StepLab) will continue to provide precise and timely feedback to all teaching colleagues to make developmental improvements.
- Evidence-based approaches: we will use data from assessments and feedback to ensure that interventions are impactful and meet the specific needs of disadvantaged pupils. We will regularly reflect on data sets from assessments and use attitudinal grades to consider where best to intervene- either academically or pastorally.
- Targeted interventions: use data to identify students at risk of underachievement and provide timely and tailored interventions.
- Partnerships: work closely with parents, external providers, and community organisations to ensure holistic support for each pupil. Disadvantaged students will have regular opportunities to contribute to student voice decisions and community activities.
- Masters of Knowledge will be driven to build the bridge between home and school learning; students will become proactive about gaining rewards for completion which will build their self-esteem and desire to complete home learning.

Challenge number	Detail of challenge
1	Academic underachievement: disadvantaged pupils are more likely to perform below age-related expectations in core subjects, especially in English and maths.
2	Attendance and persistent absenteeism among disadvantaged students.
3	Behaviour and SEMH needs impacting engagement
4	Low cultural capital and limited enrichment participation- extra curricular and trips.
5	Limited parental engagement and home learning routines
6	Reading ages and stanines present a gap compared to national and non-PP peer data.

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
Outcome 1: improved academic attainment in English and maths for disadvantaged pupils.	Disadvantaged pupils will show accelerated progress, with attainment levels moving closer to those of their non-disadvantaged peers by the end of the academic year.
Outcome 2: improved attendance and punctuality for disadvantaged students.	Disadvantaged pupils' attendance rates will increase to at least match the whole-school average, with a reduction in persistent absenteeism.
Outcome 3: a decrease in the number of seclusions and suspensions directly related to disadvantaged students.	More students being identified and accessing participation in support services/inclusion with a reduction in

	suspensions and an increased reading SAS score.
Outcome 4: increased participation in extracurricular activities and attending more trips throughout the year.	More disadvantaged pupils will take part in at least one extracurricular activity per term, with an emphasis on inclusivity. All PP students will attend at least one trip during this academic year.
Outcome 5: higher levels of parental engagement linked to higher rates of home learning engagement.	Higher levels of parental involvement in school events, meetings, and communication about pupil progress. An improved rate of home learning completion, along with improved quality. Regular monitoring and rewarding for the 'Masters of Knowledge' programme to increase student independence and drive to complete learning at home.
Outcome 6: Disadvantaged students show an improvement in SAS scores (on their last NGRT test of the year), bringing them closer to the national average for their chronological age.	Impact driven reading interventions, showing impact and improvements in fluency and comprehension. A whole school focus on getting ready for the Y8 terminal reading test, launching in 2026. Disadvantaged students improving SAS scores, following successful interventions, where needed.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £400,951

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all teachers to improve differentiation and targeted support for disadvantaged pupils and all students. CPD for all teachers improves support for all students. In addition, CPD will be underpinned by whole school development of reading strategies to be used in all lessons. Ensure all staff, including support and pastoral, understand the impact of lower than national average reading ages on student outcomes and student experience. Use CPD opportunities to support all staff to understand the challenges around educational disadvantage and how they can support students through their role.	Evidence that supports this approach: High-quality teaching and targeted support lead to improved outcomes for disadvantaged pupils (EEF, 2021)	1, 5
Additional reading interventions for pupils to improve reading skills. Combine stanine interventions to start with an achievable strategy to introduce in-class reading strategies to address specific weaknesses.	Tutoring and targeted interventions have been shown to have a strong impact on academic achievement for disadvantaged pupils (EEF).	1, 6
Subsidised extracurricular activities (sports, trips, clubs) to ensure disadvantaged pupils have equitable access to these opportunities.	Mental health interventions improve both academic	2, 3, 4

Attendance incentives and monitoring to improve punctuality and overall attendance. Attendance incentives improve attendance and punctuality of disadvantaged students.		performance and engagement in school life (EEF). Extracurricular activities have been linked to improvements in pupils' confidence and social skills.	
Academic performance: Academic results for disadvantaged pupils from previous academic year- see table at the end of the document. Attendance and punctuality: Attendance of disadvantaged pupils and the impact of interventions to improve attendance. Behaviour and wellbeing: Behavioural trends among disadvantaged pupils. Attendance for PP students at comparable points (half-term 1): 23-24: 87.47% 24-25: 88.06% 25-26: 86.47% Persistent absenteeism for PP students at	High-quality teaching and targeted support lead to improved outcomes for disadvantaged pupils (EEF, 2021)	1, 6	

comparable points (half-term 1): 23-24: 34.55% 24-25: 32.58% 25-26: 34.40% Three year trend showing spike in year two for number of suspensions for PP students at comparable points (half-term 1): 22-23: 20 23-24: 75 24-25: 48 25-26: 10 Data at half-term 1 this academic year shows 139 PP students removed from lessons and given a 1 hour intervention, compared to 152 non-PP. This is an improvement from this point last year, where PP students had more lesson removals than non PP peers.		
Use NGRT and Salford testing to diagnose specific areas of strength and weakness in our students. We will look beyond the reading ages and consider more carefully	Diagnostic information from the NGRT tests can inform teachers and parents precisely how to support students to improve reading for learning. Specific diagnosis can also	1, 6

how to improve fluency and comprehension. We will do this through lessons and Farnborough Reads and implement Reading Aloud as our whole school approach. We implement strategies to support all students to strengthen their reading in the classroom through quality first teaching and interventions outside the classroom (reading plus, phonics, Farnborough Reads).	help to embed robust learning behaviours in students. Diagnostic Assessment Tool.pdf- EEF		
Improve oral literacy in all subject areas to improve confidence and the ability to articulate better- both socially and academically. We will start focusing on this by enabling middle leaders to choose 'Farnborough's Words Worth Knowing' and then weaving these into the curriculum, to focus on repeated exposure and learning of high leverage vocabulary.	Enabling disciplinary literacy in all areas can support students to succeed academically and to build confidence as learners. Our aim is to reduce the 'word gap'- Oxford University Press - Word Gap - Oxford Language Report	1, 6	

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

Budgeted cost: £22,449

Activity	Evidence that supports this approach	Challenge number(s) addressed
Out of lesson interventions for Y11 students.	Tutoring and targeted interventions have been shown to have a strong impact on academic achievement for disadvantaged pupils (EEF).	1

We will draw on Trust support for specific interventions beyond the classroom. Where needed, Trust support will further develop curriculum provision and development.	Tutoring and targeted interventions have been shown to have a strong impact on academic achievement for disadvantaged pupils (EEF).	1
Attendance Letter 2 Meetings to be actioned in line with graduated approach (16 Sessions unauthorised absences) to identify barriers to attendance.	Paperwork meets the criteria for Education Welfare Service referrals.	2
Reading plus intervention	Tutoring and targeted interventions have been shown to have a strong impact on academic achievement for disadvantaged pupils (EEF)	6
PSHE	Personal, social, health and economic (PSHE) education is the school subject which develops the knowledge and skills that young people need to be safe and healthy, and to thrive in modern Britain. The benefits of PSHE education for young people's mental health, relationships, safety and physical health are well established. Today's review shows that PSHE education significantly benefits young people's academic success, particularly if they come from socio-economically disadvantaged backgrounds.(Pro Bono Economics)	3, 4
Farnborough Reads	EEF - "Schools identify low literacy skills and poor attendance as the biggest challenges to disadvantaged pupils' attainment" (2025)	1, 4, 6
Transition offer		3

Proud Table	“Creating a positive and supportive environment for all pupils means ... making sure pupils feel seen, understood and safe — a crucial starting point for supporting attendance, especially for more vulnerable students who may have fewer protective factors than others.” EEF	5
Attendance Rewards	“Schools identify low-literacy skills and poor attendance as the biggest challenges to disadvantaged pupils’ attainment.” EEF	1, 2

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

Budgeted cost: £41,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club – breakfast is available - with no cost attached (to students)- for all students, daily.	“Providing free, universal, before-school breakfast clubs in primary schools was associated with about two months’ additional progress in reading, writing and maths for Year 2 pupils.” EEF	1, 2, 3, 4, 5
Pilot project between TFSA/MHST/NTU in using Psychology Placement hours to work with students at risk of being referred to Section 19. Start date: Jan 2025	MHST has positive reputation within the city and will support the Supervision of the students. Interventions completed exist within the city: Routes to Inclusion / Attend Framework / Section 19 Referral.	3
SWISS- Trainee social workers supporting students with their emotional well-being.	“Assigning a social worker to first understand the causes of absence from school and then offer support to the child was shown to help keep young people in education.” EEF	2, 3
Inclusion- Jamie’s Farm	“We are supporting ... educational day trips and activities that can	2, 3

	support young people's learning." EEF	
Uniform shop and equipment - PP students are provided with any item of uniform and equipment to support their learning.		1, 2
Duke of Edinburgh support - PP students are supported to pay for the programme	"We are supporting ... educational day trips and activities that can support young people's learning." EEF	4
Careers curriculum priorities - PP students are prioritised for careers guidance interviews in Year 10 and year 11		1, 4, 5

Total budgeted cost: £464,400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

		Actual %	Not FSM %	FSM %	Difference %
Maths & English	4+	55	66.1	37.7	-28.4
	5+	41	52.7	23.2	-29.5
	7+	6	7.1	4.3	-2.8

	Actual	FSM	Non-FSM
Average Grade all Subjects	3.9	2.98	4.44

Note: No progress data

Teaching

Professional development continues to be a central pillar of the school's Pupil Premium strategy, with a strong emphasis on quality first teaching and evidence-based practice to improve outcomes for disadvantaged pupils. The StepLab instructional coaching programme has maintained 100% staff engagement and is now directly aligned with developing strategies that support disadvantaged learners, particularly through improved differentiation, disciplinary literacy and the embedding of whole-school reading approaches. CPD has increasingly focused on equipping staff with a deeper understanding of educational disadvantage and the impact of low reading ages on student outcomes, ensuring teaching practice supports accelerated progress in English, maths and across the curriculum. This approach reflects the strategy's commitment to high-quality teaching as the most impactful lever for closing attainment gaps.

Targeted Academic Support

Targeted academic support has been refined to align more closely with the strategic objective of forensic data use and precision intervention. Students identified as at risk of underachievement continued to access structured interventions outside the classroom, delivered by Trust teams and teaching staff. The strategy places a sharper focus on accurate identification through standardised assessment and moderation, NGRT analysis and moderated data cycles. This ensures that support is strategically allocated to the most appropriate pupils and is better tailored to individual need, increasing the likelihood of measurable impact on attainment and progress. These changes reflect the strategy's commitment to evidence-led targeting and improved consistency in intervention outcomes.

Wider Strategies

Wider strategies continue to support the holistic development of disadvantaged pupils, in line with the strategy's core aim of removing barriers and strengthening wellbeing, engagement and resilience. Pastoral support, alternative provision, careers provision and inclusion pathways have contributed to improved student confidence and a more positive school experience. These supports complement targeted work on attendance, behaviour and SEMH needs, helping pupils to remain engaged and ready to learn. The development of student leadership and enhanced student voice further reflects the strategy's focus on empowerment, inclusion and community engagement. Together, these approaches are building resilience, improving relationships and ensuring disadvantaged students feel supported academically and emotionally.

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