

# Fairfield High School Pupil Premium Statement

This statement details our school's use of pupil premium for the 2023 to 2024 academic year 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
Number of pupils in school	1080
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/2024 to 2026/2027
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	<i>Amanda Bridgewater – Principal</i>
Pupil premium lead	<i>James Barnes – Vice Principal</i>
Governor / Trustee lead	<i>Jeremy Benson – Chair of Governors</i>

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£335,340
Recovery premium funding allocation this academic year	£94,263
Pupil premium (and recovery premium) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£429,603</b>

## 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, particularly in EBacc subjects. 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 strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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

## Challenges

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

Challenge number	Detail of challenge
1	<p>In the previous 2 academic years (2020-21 GCSE results not included due to COVID-19), the overall attainment of disadvantaged students has been on average 8.5 pts below the attainment of non-disadvantaged students (Attainment 8 scores).</p> <p>English &amp; Maths at grade 5+ attainment for disadvantaged students has on average been 21% below the attainment of non-dis-advantaged students nationally.</p> <p>Progress 8 scores for disadvantaged students when compared with non-disadvantaged students nationally has on average been -0.15 below.</p>
2	<p>On entry to Year 7 in the latest academic year, 37% of our disadvantaged students arrived below age-related expectations compared to 16% of their non-disadvantaged peers.</p> <p>CATS Means tests revealed scores for disadvantaged students were 95 (mean CATS score), compared to 104 (mean CATS score) for non-disadvantaged students.</p> <p>NGRT Reading tests on entry revealed 62% of disadvantaged students had a reading age of 11 years+, compared to 79% of non-disadvantaged students.</p>
3	<p>Our assessments (including PASS survey data), observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression and low self-esteem.</p> <p>This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged students, including their attainment.</p> <p>Data related to suspensions also supports the challenge faced by disadvantaged students with on average over the last 2 academic years 10.4% of disadvantaged students having received a fixed-term suspension and 3.6% of non-disadvantaged students having received a fixed-term suspension.</p>
4	<p>Analysis of our absence data over the last 2 years indicates that absence of disadvantaged students has been on average 4.9% higher than absence for non-disadvantaged students.</p>

	Analysis of our persistent absence data over the last 2 years indicates that persistent absence of disadvantaged students has been on average 14.9% higher than persistent absence for non-disadvantaged 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
Improved attainment and progress among disadvantaged students across the curriculum at the end of KS4	<p>By the end of our current plan in 2023-2024, the attainment gap between disadvantaged students and non-disadvantaged students will be less than 5pts in Attainment 8 measures.</p> <p>9-7 Attainment gaps between disadvantaged students and non-disadvantaged students for 2023-24 will be less than 10%</p> <p>9-5 Attainment gaps between disadvantaged students and non-disadvantaged students for 2023-24 will be less than 10%</p> <p>EBacc uptake increases for all students.</p>
Improved reading comprehension among disadvantaged students across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a smaller gap between the scores of disadvantaged students and their non-disadvantaged peers.
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	<p>Sustained high levels of wellbeing by 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To improve absence levels of disadvantaged students	<p>Sustained high attendance by 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all students being no more than 5%, and the attendance gap between disadvantaged students and their non-dis-advantaged peers being reduced by 3%.</li> <li>• the percentage of all students who are persistently absent being below 15% and the figure among disadvantaged students being no more than 10% lower than their peers.</li> </ul>

## 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: **£216,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring high % of lessons are taught by skilled subject specialists who have access to continued professional development to enhance their teaching	High quality teaching is the top priority for pupil premium spending. (The EEF Guide to the Pupil Premium)	1
Coaching programme for staff through appraisal process	Supporting high quality teaching is pivotal in improving children's outcomes (Effective professional development – EEF)	1
Investment in the purchase of standardised academic assessments	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. (Standardised Tests – EEF)	1+2

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

Budgeted cost: **£86000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a	Tuition targeted at specific needs and knowledge gaps can be an effective method	1+2

blend of tuition, mentoring and school-led tutoring for students whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged students.	to support low attaining pupils or those falling behind, both one-to-one and in small groups. (EEF – Teaching and Learning Toolkit)	
Dedicating time to reading comprehension strategies and providing dedicated reading time. Additional leadership of literacy role across the academy to promote disciplinary literacy	Strategies such as use of the Accelerated Reader Package and Reading comprehension strategies have a high impact on student progress (EEF – Teaching and Learning Toolkit) The emphasis on disciplinary literacy 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 in all subjects. (Improving Literacy in Secondary Schools – EEF)	2

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

Budgeted cost: **£127,603**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of a range of targeted approaches to meet the needs of individual students, specifically those students who have been affected by the pandemic. Additional pastoral staffing will be provided to support student's well-being and behaviour.	There is evidence that interventions to prevent school exclusion, Mentoring, Social Skills training and Sports Programmes have a high impact on student's behaviours. (Interventions to prevent school exclusion – YEF) Targeting approaches to meet the needs of individuals is identified as a key recommendation for improving behaviour. (Improving Behaviour in Schools EEF) EIF's report on adolescent mental health found good evidence that SEL, and Positive Youth Development interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression (Adolescent Mental Health: A systemic review of the effectiveness of school- based interventions - Eif)	3
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £429,603**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 4 performance data and our own internal assessments.

GCSE outcomes data for 2022-23 academic year show that attainment (Attainment 8) of disadvantaged students dropped in 2022-23 but the attainment gap between disadvantaged students and their non-disadvantaged peers has reduced for the third year running.

#### *Attainment 8*

	Disadvantaged	Non-Disadvantaged	Difference
2022-23	41.75	47.81	6.05
2021-22	48.98	57.71	8.73
2020-21	43.18	57.68	14.5

9-7 and 9-5 attainment for disadvantaged students dropped in 2022-23 and the gap between disadvantaged students and their non-disadvantaged peers decreased for the third year running for 9-7 Attainment, but that the gap widened for 9-5 Attainment in 2022-23.

#### *9-7 Attainment*

	Disadvantaged	Non-Disadvantaged	Difference
2022-23	3.5%	12.6%	9.1%
2021-22	9.7%	28.9%	19.2%
2020-21	7.1%	29.3%	22.2%

#### *9-5 Attainment*

	Disadvantaged	Non-Disadvantaged	Difference
2022-23	19.3%	49.7%	30.4%
2021-22	45.8%	70.4%	24.6%
2020-21	21.4%	58.6%	37.2%

EBacc entries for disadvantaged students reduced in 2022-23 and the gap between disadvantaged students and their non-disadvantaged peers increased in 2022-23.

#### *EBacc Entries*

	Disadvantaged	Non-Disadvantaged	Difference
2022-23	22.8%	28.9%	6.1%
2021-22	25%	28.9%	3.9%
2020-21	15.7%	31.6%	14.9%



Overall absence was lower than in the previous year for all students. However, the gap between disadvantaged students and non-disadvantaged students has widened (0.69%)

*Absence*

	Disadvantaged	Non-Disadvantaged	Difference
2022-23	14.99%	9.81%	5.18%
2021-22	17.3%	12.81%	4.49%

Persistent absence (<90%) showed a similar trend with lower levels of persistent absence being record for all students but the gap between disadvantaged students and non-disadvantaged students has increased (8.16%)

*Persistent Absence*

	Disadvantaged	Non-Disadvantaged	Difference
2022-23	50.6%	31.67%	18.93%
2021-22	52.49%	41.72%	10.77%

Fixed Term Suspensions rates have increased for all students and the gap has widened between disadvantaged students and non-disadvantaged students (1.59%)

*Fixed-Term Suspensions*

	Disadvantaged	Non-Disadvantaged	Difference
2022-23	11.44%	3.85%	7.59%
2021-22	9.3%	3.3%	6%

## Externally provided programmes

Programme	Provider
n/a	n/a

## Service pupil premium funding (optional)

<b>How our service pupil premium allocation was spent last academic year</b>
n/a
<b>The impact of that spending on service pupil premium eligible pupils</b>
n/a

## Further information (optional)

<p><b>Additional activity</b></p> <p>Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:</p> <ul style="list-style-type: none"><li>• embedding more effective practice around feedback. <a href="#">EEF evidence</a> demonstrates this has significant benefits, particularly for disadvantaged pupils.</li><li>• ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.</li><li>• utilising support from our local <a href="#">Mental Health Support Team</a> and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.</li><li>• offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.</li></ul>
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## **Planning, implementation, and evaluation**

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

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 implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.