Pupil premium strategy statement – Fairfield High School 2025 – 2028

This statement details our school's use of pupil 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
Number of pupils in school	1035
Proportion (%) of pupil premium eligible pupils	34%
	2025-2028
Date this statement was published	September 2026 (draft)
Date on which it will be reviewed	December 2027
Statement authorised by	Edel Cronin (Principal)
Pupil premium lead	Farina Ackerman
Governor / Trustee lead	Conor McCormack – Academy Committee - Member

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ £393,800
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*	£393,800

Part A: Pupil premium strategy plan

Statement of intent

At Fairfield we respect and value all members of our community. We want to emphasise that we recognise that a lower income does not equate to lower aspiration and we have many years of successful outcomes for pupils and families that tell us just that, including recognition from the Department for Education for the excellent outcomes they have achieved, irrespective of their background. The phrases “Pupil Premium” and “Disadvantage” have therefore been used for ease of communication only; our families are more than a label.

Our intention is that all pupils, make good progress and achieve high attainment across the curriculum including in English and Maths. 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.

The Education Endowment Foundation (EEF) recommends that schools particularly focus their pupil premium on supporting high-quality teaching. https://educationendowmentfoundation.org.uk/using-pupil-premium

High-quality teaching is therefore at the heart of our approach, with a focus on areas in which our students require the most support and challenge to attain best outcomes, This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils in our school. Implicit in the intended outcomes detailed below, is the intention that all pupils’ attainment will be sustained and improved, alongside progress for their peers who are disadvantaged.

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:

- maintain a whole school focus on teaching and learning
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.
- ensure disadvantaged pupils are challenged in the work that they’re set.
- ensure disadvantaged pupils receive resources and guidance on effective revision skills

Challenges

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

Challenge number	Detail of challenge
1	Literacy and Prior Attainment NGRT Reading tests told us that 39 % of students who are categorised as Pupil Premium had a reading age at/above their chronological age compared with 69% of students who are not categorised as Pupil Premium. CATs Mean scores told us that there was a gap of above 6 points (104.72 vs 94.15) between students in 2025.
2	Attendance Analysis of our absence data over the last two years indicates that absence and persistent absence of disadvantaged students has been on average, higher than absence for non-disadvantaged students.
3	Suspensions Data related to suspensions also supports the challenge faced by disadvantaged students. There is a disproportionate gap between disadvantaged students receiving one or more fixed term suspensions and non-disadvantaged students having received one or more fixed-term suspensions.
4	Wellbeing and Engagement Our assessments (including PASS and Impact Ed data), observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety. Our students have also identified rewards and incentives in school have an impact on their wellbeing and attendance.

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	By the end of our current plan in 2027-2028, the attainment gap between disadvantaged students and non-disadvantaged students will be less than 8 pts in Attainment 8 measures. 9-5 Attainment gaps between disadvantaged students and non-disadvantaged students for 2027 - 2028 will be less than 20% 9-4 Attainment gaps between disadvantaged students and non-disadvantaged students for 2027 - 2028 will be less than 5% Progress gaps will be less than -0.20
Improved reading comprehension among disadvantaged students across KS3.	Annual reading comprehension tests will demonstrate improved comprehension skills among disadvantaged students and a smaller gap between the scores of disadvantaged students and their non-disadvantaged peers. Improving Literacy in Secondary Schools | EEF
To achieve and sustain wellbeing for all students, including those who are disadvantaged.	Sustained high levels of wellbeing by 2027 - 2028 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations. • Improved attendance figures • An increase in engagement with rewards • A sustained increase in participation in enrichment activities, particularly among disadvantaged pupils.

To improve absence levels of disadvantaged students	Sustained high attendance by 2027 - 2028 demonstrated by: • 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%. • 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. Improved attendance of priority family student parents evenings or engagement via other opportunities (school events, engagement with year teams)

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: £196,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring a 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, 2, 3, 4

GGS Coaching programme for staff	Supporting high-quality teaching is pivotal in improving children's outcomes (Effective professional development – EEF)	1, 3, 4
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, 4

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

Budgeted cost: £65,634

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicating time to reading comprehension strategies and providing dedicated reading time. Continued leadership of literacy across the academy to promote disciplinary literacy.	The use of Reading comprehension strategies such as the Tutor Reading Programme, Lexia programme and the Fresh Start phonics programme have a high impact on student progress (EEF – Teaching and Learning Toolkit) The continued 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)	1, 2, 4
Sharing revision materials and techniques with students and their parents/carers	Student voice from our most successful disadvantaged students tells us that key to their success is a robust understanding of how to revise effectively. Families have expressed they would like further knowledge to support their children with revision.	1
Whole staff and trust level CPD to improve quality first teaching of all students, with a focus on routines and habit-building	Research by Doug Lemov demonstrates that teachers who use specific techniques including clear routines, strong classroom culture and setting high expectations leads to consistently high outcomes with disadvantaged pupils. "Teach Like a Champion"	1,2,3, 4 This strategy will ensure high expectations and free up pupils' cognitive load to

	and “WalkThru” resources have been invested in to continually support staff CPD in this area – with focus on the specific touchstone techniques that we know will have the most impact at FHS. Pedagogy Focus: Teach Like A Champion | Tes Magazine	focus on lesson content.

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

Budgeted cost: £131,236

Activity	Evidence that supports this approach	Challenge number(s) addressed
Activity	**Evidence that supports this approach**	**Challenge number(s) addressed**
Use of a range of targeted approaches to meet the needs of individual students. Pastoral training and staffing will be provided to support student’s well-being, behaviour and engagement.	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)	2, 3
Use of Attendance monitoring systems EEF Implementation Guidance (2024); DfE	Embedding the use of the SOL Attendance programme to track and monitor student attendance, providing early support for lower attenders via tutor activity and pastoral support. This has	2, 4

“Improving Attendance” (2024).	already started to have a positive impact on attendance.	

Total budgeted cost: £ *398,800*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupil

There is some evidence of the success of our strategies:

Progress 8

The progress measure is not currently being factored in, but recent data shows we are well above the national figure of –0.57

	Disadvantaged	*Non-Disadvantaged*	*Difference*
2024	*0.23*	*0.27*	*-0.04*

Attainment 8

GCSE outcomes data for 2025 – 26 shows the attainment gap between disadvantaged students in average attainment across eight subjects has decreased. The national data for attainment 8 for disadvantaged pupils is 34.6 (2025) so our students have performed above national in this measure

	Disadvantaged	*Non-Disadvantaged*	*Difference*
2025-26	*37.8*	*52.37*	*14.57*
2024 - 25	*33.97*	*54.65*	*20.8*

9-4 Attainment - English and Maths

This figure has fluctuated since 2022. The national figure for this measure is 43.4 for disadvantaged students which we are in-line with Lower prior attainment of the most recent cohort was a factor in these fluctuations. There has been a closing of the gap

	All	*Disadvantaged*	*Non-Disadvantaged*	*Difference*
2025-26	*65.4*	*43.1*	*77*	*33.9*
2024- 25	*69.3*	*41.7*	*80*	*378.3*

9-5 Attainment - English and Maths

9-5 attainment for disadvantaged students improved significantly since 2024 since this strategy came into place Note: National for disadvantaged 25.8% , which we are now well above

	Disadvantaged	*Non-Disadvantaged*	*Difference*
2025 - 26	*31.9*	*61.2*	*29.3*
2024 - 25	*18.93*	*56.8*	*37.87*

Absence:

The gap between disadvantaged students and all students fluctuates between 3 and 5 % so is still a key area of focus in our school. National Gap is of –4.8% Improving attendance remains a whole-school target, and we are in-line with local attendance in Bristol.

	Disadvantaged	*ALL*	*Difference*
2024 - 2025	*83.5%*	*88.7%*	*-5%*

Persistent Absence:

While persistent absence is high, this has significantly improved since 2023 – 2024. The national gap is

15.8 % (2025) which we are in-line with. It remains a priority for improvement

	Disadvantaged	*ALL*	*Difference*
2025 - 26	*45*	*31.11*	*13*
2024 - 25	*45.8*	*35.2*	*-10.6*
2023-24	*55.9*	*38.3*	*-17.6*

Fixed-Term Suspensions The gap between disadvantaged students and non-disadvantaged has improved. The data shows we are now directly in-line with the proportions of students in school (around 35% - 65% FSM6 in September 2026)

Note: suspensions have risen by 22% nationally.

% disadvantaged vs non-disadvantaged suspensions

	Disadvantaged	Non-Disadvantaged
2025-26	34.81	65.19
2024 - 25	54	46
2023-24	58.97	41.03