Pupil Premium Strategy Statement
Fairfield High School for Girls

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	991
Proportion (%) of pupil premium eligible pupils	39.56% (392 pupils)
Academic year/years that our current pupil premium strategy plan covers	September 2024 - August 2027 2024/2025 - 2026/2027
Date this statement was published	First Published - September 2024 Updated – November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Miss M Wicks, Executive Headteacher
Pupil premium lead	Mr A Di Paola, Deputy Headteacher
Governor / Trustee lead	Mrs B Warrington

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£324,495
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£324,495

Part A: Pupil Premium Strategy Plan

Statement of intent

Fairfield High School for Girls is guided by the principle of **"excellence and ambition for all"**, reflecting our belief that every pupil can achieve highly and develop personally, regardless of background or barriers to learning. Our proud tradition of educating young women is rooted in high expectations, a culture of ambition and pride, and strategic interventions that remove obstacles to success. These obstacles can often mean limited access to resources, lower parental engagement, reduced literacy levels, and poorer attendance. Currently, 40% of our pupils are disadvantaged, and 56% live in the lowest quintile for deprivation (IDACI).

Nationally, disadvantaged pupils are 10.3 months behind their peers by age 11, widening to 19.2 months by age 16. Only 43% achieve Grade 4+ in English and Maths, compared to 72% of non-disadvantaged pupils, and there is a 0.73 Progress 8 gap (2024). Longer-term, just 29% progress to university versus 49% of their non-disadvantaged peers. These gaps exist beyond the world of education. Children living in deprivation are at a 14x higher risk of being exposed to alcohol-related domestic violence and have a 8x higher involvement in youth crime. Adults living in deprivation have a 10-year life expectancy gap (73 vs 83 years) to those that do not.

The moral argument is clear – we must ensure that our disadvantaged pupils do not live a life in deprivation, through an outstanding education at Fairfield High School for Girls. Our goal is to ensure our disadvantaged pupils achieve highly, thrive personally, and contribute positively to society. This strategy works toward those objectives through evidence-based actions focused on high-quality teaching, targeted academic support, and wider strategies. The principles underpinning our approach are high expectations, early intervention, collective responsibility, and robust evaluation.
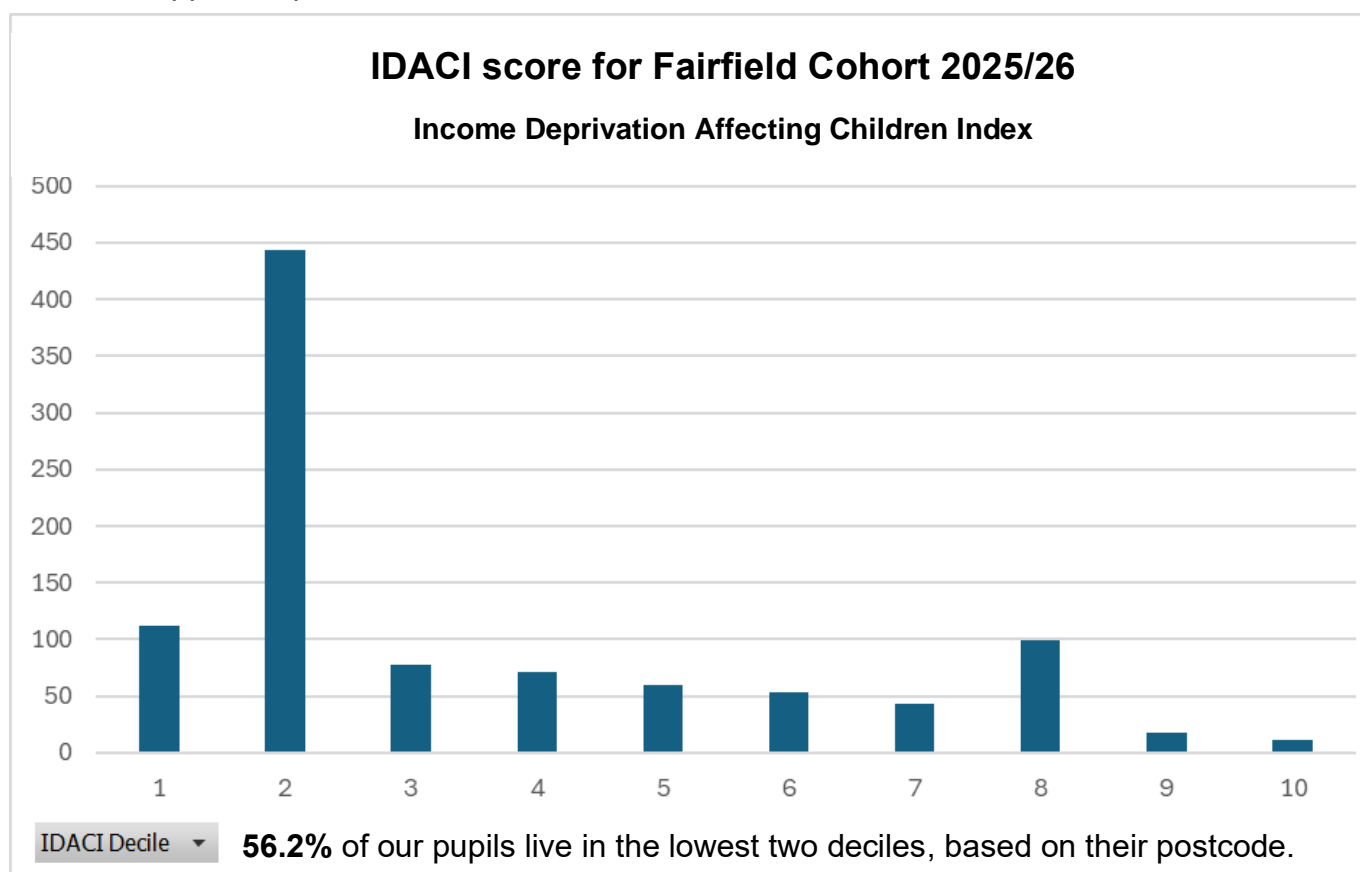
We aim to develop:

- **Successful learners** who enjoy learning, make exceptional progress, achieve strong academic outcomes, and foster a lifelong love of learning.

- **Confident individuals** who are valued and value others, and who lead safe, healthy, and fulfilling lives.

- **Responsible citizens** who contribute positively to their communities and are prepared for lifelong learning and the world of work.

Our pupil premium strategy is informed by robust diagnostic assessment and grounded in research and evidence. It ensures that all pupils benefit from high-quality teaching, strong pastoral support, effective interventions and enriching opportunities. The strength of our curriculum, delivered through expert subject knowledge and a comprehensive programme of professional development, guarantees excellence and ambition for all.

Where individual pupils require targeted intervention, this is implemented carefully and strategically to maximise impact. Our strategy is integral to our school improvement plan, with a particular focus on reading interventions, addressing a key barrier that disproportionately affects disadvantaged pupils. Research shows that disadvantaged pupils often make less progress than their peers. We work relentlessly to ensure they achieve at least as much progress academically and personally. All staff share high expectations and aspirations for every pupil, understand the challenges faced by disadvantaged learners, and take collective responsibility for their success. Our Pastoral Faculty provides expert support for all pupils, particularly those who are disadvantaged or vulnerable. Skilled professionals work closely with external agencies to secure additional services where needed, ensuring that every pupil has the support required to thrive.

IDACI score for Fairfield Cohort 2025/26

Income Deprivation Affecting Children Index

IDACI Decile ▼ **56.2%** of our pupils live in the lowest two deciles, based on their postcode.

Challenges

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

Challenge number	Detail of challenge *Identified in September 2024 at the start of the three-year strategy*
1	**Attainment of disadvantaged pupils (especially White-British) –** The attainment of our disadvantaged cohort at the end of KS4 is lower than the non-disadvantaged cohort. For example, in 2024, the A8 score for disadvantaged pupils was 48.29, compared to 57.26 for the non-disadvantaged and for White-British, disadvantaged pupils it was 39.00.
2	**Reading ability of pupils –** across all year groups, the reading ability of disadvantaged pupils is below non-disadvantaged pupils. NGRT reading data shows a lower SAS for our disadvantaged cohort. In 2024, the reading scaled scores of pupils on entry to Year 7 is 104.8 compared with 105.9 for their peers who are not disadvantaged. In lessons, there is evidence that some of our disadvantaged pupils do not engage as well with reading fluency, reading comprehension, vocabulary and oracy strategies and show lower levels of literacy in their assessments, quality of work and in lessons.
3	**Progress of pupils in Maths -** In 2024, the maths scaled scores of pupils on entry to Year 7 is lower for disadvantaged pupils compared to their peers. On average, scaled scores for disadvantaged pupils in maths in 2024 are 103.1 compared with 104.3 for their peers who are not disadvantaged. Disadvantaged pupils (especially White-British, disadvantaged pupils) continue to make less progress in Maths than other subjects when comparing their Progress 8 data for 2024; this was against the trend for English, EBacc subjects and Open element subjects.
4	**Attendance and punctuality of disadvantaged pupils -** Attendance and punctuality of disadvantaged pupils is worse that pupils who are not disadvantaged. This was particularly imbalanced for pupils with White-British ethnicity where the attendance and punctuality of disadvantaged pupils compared least favourably to that of pupils who aren't disadvantaged. Disadvantaged pupils had almost double the average number of lates of pupils who weren't disadvantaged in 2023/24 and this gap was widening.
5	**Behaviour of disadvantaged pupils -** Behaviour of disadvantaged pupils compares less favourably to behaviour of their peers. Diagnostic data shows disadvantaged pupils have almost twice the number of behaviour points of non-disadvantaged pupils. This is particularly disproportionate in the current Year 9.
6	**Parental engagement** - Attendance to Parent/Carer evenings is lower for parents/carers of pupils who are disadvantaged, meaning we are not engaging our parents/carers as much as we would like. Observations from both curriculum and pastoral staff identify this as a major challenge throughout the school year for other forms of parental communication and engagement.

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
(1) Improved **outcomes** for disadvantaged pupils at the end of KS4 across the curriculum.	By the end of this plan in August 2027, there will be no significant gap in attainment and progress between our disadvantaged and non-disadvantaged pupils. This will be assessed through A8 and P8 measures and other secondary performance table data.
(2) Improved **reading** ability and **literacy** levels of all pupils and especially disadvantaged pupils.	By the end of this plan in August 2027, NGRT data will show gaps closed by the end of Year 7 and all pupils making better than expected progress each year. Quality assurance processes will show evidence of improved literacy for disadvantaged pupils in assessments, quality of work produced and in lessons.
(3) Improved progress for disadvantaged pupils in **Maths** throughout KS3 and by the end of KS4.	By the end of this plan in August 2027, Progress 8 data will show no gap overall in Maths and this will be at least 0.6 for all pupils in Maths, including pupils who are disadvantaged.
(4) Attendance and punctuality of all pupils improves, including those who are disadvantaged.	By August 2027, attendance will improve for all pupils and there will be a significant reduction in pupils who are persistently late. There will be no significant difference in the attendance and punctuality of disadvantaged pupils and their peers.
(5) Behaviour of pupils who are disadvantaged improves and is comparable to their peers.	Behaviour points, internal isolation and suspensions data will show no significant differences for disadvantaged pupils and will be reduced for all pupils by the end of this plan. Approaches to Learning data will show no significant difference between our disadvantaged and non-disadvantaged cohorts.
(6) Improved overall levels of **parental engagement** through attendance to parent/carer evenings.	Parent/Carer Evening attendance data shows improved engagement with parents/carers of disadvantaged pupils across all year groups but particularly Year 7, 9 and 11.
(7) To achieve and sustain **wellbeing** of pupils, particularly those who are disadvantaged.	Sustained high levels of wellbeing by August 2027 demonstrated by: qualitative data from pupil voice, pupil and parent surveys and teacher observations, a significant increase in participation in enrichment activities, particularly among disadvantaged pupils; CPOMS logs show reduced reports of safeguarding concerns related to mental health and attendance of pupils with mental health challenges is improved.

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: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
(1) Maths Mastery - The Maths Faculty to embed mastery learning in the Maths curriculum through curriculum development, CPD, coaching, release time and additional resources.	EEF Toolkit: Mastery learning adds 5 months of progress on average for very little cost. Mastery learning | EEF	**3**
(2) Reading in the curriculum - Teachers in every subject will provide opportunities for reading and continue to embed reading support strategies into everyday practice. This follows substantial and ongoing CPD in this area, led by the Lead Practitioner for English.	"All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects." EEF Improving Literacy in Secondary Schools. Reading comprehension activities add 6 months progress on average. EEF Toolkit.	**1, 2**
(3) Voice 21 and Oracy - Teach pupils to become more effective speakers and listeners by implementing Voice 21 strategies for oracy and apply to be a Voice 21 Centre of Excellence	Oral language interventions add 6 months progress on average. EEF Toolkit. Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	**1, 2**

(4) Vocabulary - All teachers to develop and implement the SEEU ('Say it, Explain it, Explore it, Use it') strategy for new vocabulary.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: [Improving Literacy in Secondary Schools EEF](#) Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: [word-gap.pdf](#) (oup.com.cn)	**1, 2**
(6) Assessment - Further develop and quality assure the effectiveness of summative assessments and the Fairfield Assessment for Learning cycle as part of the learning experience through staff CPD and pupil engagement and support.	There is an established and wide range of evidence on the positive impact on pupil outcomes when using summative assessments for formative assessment. [The Effect of Embedding Formative Assessment on Pupil Attainment.pdf](#)	**1**
(5) Metacognition - Support pupils with their metacognition and self-regulation through the Fairfield Successful Learner Programme.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: [Metacognition and self-regulation	Toolkit Strand	Education Endowment Foundation	EEF](#)	**1, 2, 3**
(7) Coaching – Invest in four teachers to complete the Steplab Certificate in Instructional Coaching for staff to be Steplab coaches and introduce a programme of coaching for staff	Research by Dr Sam Sims shows that instructional coaching is the best-evidenced form of CPD, which will improve pupil outcomes across the curriculum [Four reasons instructional coaching is currently the best-evidenced form of CPD – Sam Sims Quantitative Education Research](#)	**1, 2, 3**

(8) Professional Development – increase the frequency of learning and teaching CPD sessions and improve the mechanisms of CPD by introducing scripting, rehearsal and regular lesson drop-ins, using the Steplab platform	EEF Teaching and Learning Toolkit and guidance reports consistently show that high-quality professional development, and in particular, coaching have a positive impact on pupil attainment. Effective Professional Development	EEF	**1, 2, 3, 5**
(9) Expert Teaching – ensure expert teaching is implemented consistently across lessons and the curriculum by embedding the Fairfield Expert Teaching Cycle and the Fairfield Way in lessons, supported by high-quality CPD and resources.	The Fairfield Expert Teaching Cycle is underpinned by research from Rosenshine (Principles of Instruction) and Coe (Great Teaching Toolkit). Rosenshine.pdf (SECURED) 584543-great-teaching-toolkit-evidence-review.pdf There is a wide range of evidence on the effectiveness of developing routines for pupils to support cognitive load and behaviour. Exploring the evidence base: The role of routines in creating an effective learning environment : My College Teaching routines: Their role in classroom management	Australian Education Research Organisation	**1, 2, 3**
(10) Curriculum Leadership – invest in curriculum leadership CPD to support recruitment and retention and effective strategy implementation through leadership CPD sessions and programmes *(UCL NPQs, Stamford Park Trust Aspiring Leaders Programme, SPT Curriculum Leaders Network, Oldham and Tameside Practitioner Network)*	The EEF Report A School's Guide to Implementation	EEF explains how improvement strategies should be implemented effectively **Robinson, V. M. J., Lloyd, C. A., & Rowe, K. J. (2008)** present evidence on the positive impact of effective leadership on pupil outcomes. *The Impact of Leadership on Student Outcomes: An Analysis of the Differential Effects of Leadership Types.*	**1, 2, 3, 4, 5, 6**

(11) Teaching Assistants – Ensure appropriate staffing of Teaching Assistants, particularly effective at supporting our 'Double-Disadvantaged' pupils (disadvantaged and pupils with SEND), providing prioritised support in KS3 and KS4 English and Maths.	[EEF Toolkit: Teaching Assistant interventions add on average 4 months of progress.](#) Effective use of Teaching Assistants can have a high impact on pupil outcomes.	**1, 2, 3**
(12) Technology and Modelling – Ensure all Maths teachers use modelling strategies effectively and have access to high-quality visualisers to support this.	[Metacognition and self-regulation	Toolkit Strand	Education Endowment Foundation	EEF](#) Improve the effectiveness of modelling strategies in Maths by improving the quality of visualisers and how they are used within the curriculum. Modelling is a core strategy within metacognition.	**3**
(13) Independent Learning, Home Learning and Revision – Support pupils with effective revision strategies, access to effective home learning, independent learning tasks and revision websites such as Tassomai, Sparx and Seneca. Ensure all pupils have access to an Independent Learning Curriculum to support pupils with extension work and 'keeping up' strategies.	[Metacognition and self-regulation	Toolkit Strand	Education Endowment Foundation	EEF](#) [Cognitive science approaches in the classroom	EEF](#) [Homework	EEF](#)	**1, 2, 3, 6**

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
(1) Diagnostic Assessment - We will conduct CATs testing, NGRT assessments and YARC assessments to assess pupil starting points, identify pupils that need academic intervention and measure progress	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 | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	**1, 2**
(2) Reading Interventions - Continue the implementation of a programme of targeted interventions for pupils requiring support with reading comprehension and phonics following NGRT assessment. Use Lexonic Leap and other reading intervention packages.	EEF Toolkit: Reading comprehension strategies add 7 months progress on average in secondary schools. There is also evidence of the positive correlation between reading ability, attainment behaviour and attendance. Link between attendance and attainment - GOV.UK	**1, 2, 4, 5**
(3) Reading Mentor - Fund a Reading Mentor to deliver impactful interventions for reading. Ensure the part-time staffing of the school library to support pupils with reading before school and over break / lunch.	EEF Toolkit: Reading comprehension strategies add 7 months progress on average in secondary schools. Evaluation of Lexonik Advance | National Literacy Trust	**1, 2, 4, 5**

(4) Reading Partners – Continue the implementation of the peer mentoring 'Reading Partners' initiative, where Year 9 and 10 Band 1 readers support Year 7 and 8 Band 3/4 readers.	Peer tutoring	EEF A meta-analysis report focusing on secondary school indicated a moderate effect (Cohen's d ≈ 0.43) on academic achievement, noting that secondary-age tutors and structured peer programmes were key components. An updated meta-analysis on the effect of peer tutoring on tutors' achievement.	**1, 2**
(5) Literacy Intervention - Continue to deliver English and Literacy catch-up interventions to pupils identified as needing additional support, focused on Year 9	EEF Toolkit: Small group tuition. Small group tuition has an average impact of four months' additional progress over the course of a year.	**1, 2, 5**
(6) Maths Intervention - Introduce a programme of small group tutoring in Maths during KS4 form time to support and maximise progress.	EEF Toolkit: Small group tuition. Small group tuition has an average impact of four months' additional progress over the course of a year.	**1, 3**
(7) Maths Staffing - Overstaff the Maths Faculty to enable Maths teachers to deliver interventions and to ensure 10 sets in Year 10 and Year 11 with small group size and TA support for in-class intervention and one-to-one support	EEF Toolkit: Small group tuition. Small group tuition has an average impact of four months' additional progress over the course of a year. Reducing class size: Technical Appendix	EEF	**1, 3**
(6) Period 6 - Continue to deliver a programme of Period 6 revision sessions for Year 11 pupils throughout the academic year. Explore opportunities for a more formal approach to staffing/timetabling this.	EEF Toolkit: Small group tuition. Small group tuition has an average impact of four months' additional progress over the course of a year. EEF Toolkit: Extending school time can add 3 months of progress per year on average	**1, 3**

(7) Academic Mentoring - Develop a programme of Peer Mentoring using Sixth Form students to work with pupils for academic mentoring.	[EEF Toolkit: Small group tuition. Small group tuition has an average impact of four months' additional progress over the course of a year.](#)	**1, 2, 3**
(8) Funding - 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.	**1, 2, 3, 4, 5, 6**

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

Budgeted cost: £134,495

Activity	Evidence that supports this approach	Challenge number(s) addressed
(1) Pastoral Faculty Leadership - Develop the leadership and management of the Pastoral Faculty, introducing a new role of Deputy Headteacher for Pastoral, SLT line management of Year groups and improving quality assurance processes.	Supporting school attendance, EEF: Communicate effectively with families. EEF Toolkit: Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. There is an established link between the home learning environments at all ages and children's performance at school. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	**1, 4, 5, 6**
(2) Behaviour Systems and Processes Introduce new behaviour processes such as 'Protecting Learning' system, PL same-day detentions and develop the Pastoral / SLT On-Call processes with staff training.	Improving Behaviour in Schools Guidance Report, EEF: Teaching learning behaviours will reduce the need to manage misbehaviour Improving Behaviour in Schools Guidance Report, EEF: School leaders should ensure the school behaviour policy is clear and consistently applied.	**1, 5**
(3) Behaviour Curriculum and the Fairfield Way - Develop consistent approaches and shared language to implement the Fairfield Way (behaviour curriculum) across school. Introduce STEPS for positive interactions, STAR for securing attention in the classroom.	Improving Behaviour in Schools Guidance Report, EEF: Teaching learning behaviours will reduce the need to manage misbehaviour Teaching routines: Their role in classroom management	Australian Education Research Organisation	**5**

(4) Pastoral Support - Continue to develop the role of the Assistant Heads of Year for each year group to support pupils with wellbeing, pastoral issues, behaviour and family challenges, working with pupils and families to minimise impact of challenges faced.	[EEF Toolkit: Parental engagement, behaviour interventions and social and emotional learning all add 4 months progress on average.](#)	**1, 4, 5, 6**
(5) Pastoral and Behaviour Intervention – continue to develop the range of pastoral and behaviour interventions implemented for key pupils via a graduated response, the 'Menu of Interventions' and use of a 'Behaviour Risk Register'. Deliver sessions to small groups of KS3 pupils to boost confidence and self-esteem in response to pastoral issues	[Behaviour interventions | EEF](#) Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This EEF report explains the evidence for how effective these schemes are.	**1, 4, 5, 6**
(6) Parent / Carer Voice - Develop a cycle of parent/carer voice to better understand the barriers to engagement with school life and foster an improved sense of belonging for pupils and families.	[Supporting school attendance, EEF: Build a holistic understanding of pupils and families and diagnose specific needs.](#) [Parental engagement | EEF](#)	**4, 5, 6**
(7) Parental Communication Communicate effectively with families by reviewing existing practice, reintroducing a school newsletter and investing in text messaging. Introduce a Family Handbook. Review current communication methods and work with parents/carers to refine our approaches.	[Supporting school attendance, EEF: Communicate effectively with families.](#) [EEF Toolkit: Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.](#) [Parental engagement | EEF](#)	**4, 5, 6**

(8) Attendance and Punctuality – Embed principles of good practice set out in DfE's Improving Attendance and Punctuality guidance and the SPT Attendance Policy. Complete and implement 'Attendance Plans' for key pupils and use a tiered approach. Improve use of data and deliver attendance CPD. An Attendance Manager has been appointed to work together to improve attendance and punctuality, as well as a Trust EWO.	EEF Toolkit: Parental engagement, behaviour interventions and social and emotional learning all add 4 months progress on average. Supporting school attendance, EEF: An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Making sure pupils feel seen, understood, and safe is a crucial starting point for supporting attendance, especially for more vulnerable students who may have fewer protective factors than others.	**1, 4, 5, 6**
(9) Praise and Rewards - Continued development of the Reward System to recognise and reward good learning behaviours, with the introduction of Rise Points, Golden Tickets and other reward and praise schemes.	Improving Behaviour in Schools Guidance Report, EEF: Reward systems based on pupils gaining rewards can be effective when part of a broader classroom management strategy.	**1, 4, 5, 6**
(10) Personal Development – develop the Fairfield Personal Development Curriculum.. Focus on improving participation in extra-curricular and careers opportunities, promoting the 'Excellence and Ambition Academy', Duke of Edinburgh, Young Green Briton and Just Giving schemes. Improve tracking and QA of these activities.	A 2011 meta-analysis of 29 studies (secondary school level) found statistically significant, positive associations between participation in extracurricular activities (e.g. academic clubs, sports, performing arts) and academic achievement. A 2019 longitudinal study using data from the Early Childhood Longitudinal Study found small but positive causal effects of extracurricular involvement on academic performance, growing more pronounced into later grades.	**1, 4, 5, 6**

Total budgeted cost: £324,495

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS4 Results 2025

Disadvantaged pupils at Fairfield High School for Girls continue to make exceptional academic progress. In 2025, our disadvantaged cohort achieved an **Attainment 8 score of 50.3**, a clear reflection of the impact of high-quality teaching and targeted interventions. This success marks the end of the first year of our current three-year Pupil Premium Strategy, and we are immensely proud of these outcomes. Our vision of *"Ambition and Excellence for All"* is not just a statement—it is a lived reality at Fairfield.

KS4 Results – 2025 (Attainment 8)	Attainment 8 Overall
Fairfield overall	**52.6**
Fairfield disadvantaged pupils	**50.3**
Tameside non-disadvantaged	**47.7**
England non-disadvantaged pupils	**50.3**

Source: [Fairfield High School for Girls - Compare school and college performance data in England - GOV.UK](#)

National Comparison

In 2025, our disadvantaged pupils achieved **the same Attainment 8 score as the national non-disadvantaged cohort (50.3)** and significantly outperformed the national disadvantaged cohort. While the Department for Education has not yet published the 2025 national disadvantaged figure, the 2024 score was **34.6**, highlighting the exceptional progress made by our pupils.

Local Comparison

Within Tameside, Fairfield had the **highest attaining disadvantaged cohort** in 2025, with an Attainment 8 score of 50.3. For context:

- Tameside average non-disadvantaged score: **47.7**
- Disadvantaged scores across other Tameside schools ranged from **46.5 to 27.2**, with a median of **36.8**.

Historic Trend

This success is part of a sustained pattern of excellence. For the past three years, our disadvantaged pupils have consistently achieved above the national average for all pupils and disadvantaged pupils, performing in line with non-disadvantaged pupils nationally:

- **2024:** A8 score **48.3**
- **2023:** A8 score **48.4**

In 2024, our disadvantaged pupils achieved a Progress 8 score of **0.65** compared to a national disadvantaged average of **-0.54**. On average, disadvantaged pupils at Fairfield make **1.19 grades more progress in every subject** compared with disadvantaged pupils nationally and outperform non-disadvantaged pupils across England.

Attainment of Groups within the Disadvantaged Cohort

The Attainment 8 score for disadvantaged pupils with EAL was **59.93**, which shows outstanding attainment and progress. However, for our disadvantaged White-British cohort the A8 score was **38.9** and for our disadvantaged pupils with SEND it was **30.19**. These two groups remain a priority for support and intervention.

Maths

We have seen a significant narrowing of the gap between our disadvantaged and non-disadvantaged pupils in Maths, comparing Maths Attainment 8 average scores in 2024 to 2025. The gap between the disadvantaged and non-disadvantaged cohort in 2024 was **-1.16** grades and this has been improved in 2025 to **-0.21**. We have also seen an increase in the attainment of our disadvantaged cohort – **4.33** in 2024) improved to **4.93** in 2025. We will continue to work on our strategies in Maths to close these gaps further and improve the attainment of our disadvantaged cohort.

GCSE Maths Results Average Attainment 8 score	2025	2024
Disadvantaged pupils	**4.93**	**4.33**
Non-Disadvantaged pupils	**5.14**	**5.49**
All pupils	**5.08**	**5.23**
Disadvantaged to Non-disadvantaged gap	**-0.21**	**-1.16**

Intended Outcomes Progress

There are positive signs that attendance strategies introduced in during 2024/25 and at the start of 2025/26 are having a positive impact. The attendance for the disadvantaged cohort in 2024/25 was **87.1%**, compared to the disadvantaged pupil attendance in the Autumn term 2025/26 of **92.06%**. The overall school attendance in the Autumn term 2025/26 is **93.23%** so there is still a small gap to close.

Behaviour at Fairfield is generally excellent but there are gaps in behaviour incidents between the disadvantaged and non-disadvantaged cohorts. This is a continued area for development which we believe our strategies will continue to address. As a way of comparison, in Half-Term 1 (2025/26) there were **43** recorded incidents of disruption to teaching and learning by disadvantaged pupils. However, there were only **23** incidents from the larger non-disadvantaged cohort. We have seen a reduction in the number of incidents of learning being disrupted, from **56** (2024/25) to **43** (2025/26).

Disruption of teaching and learning	2025/26 Half-Term 1	2024/25 Half-Term 1
Disadvantaged pupils	43	56
Non-disadvantaged pupils	23	56
Total	66	112

Half-Term 1 - approximately 7,600 individual lessons and 190,000 individual learning hours.

Whilst all of the wider strategies were implemented, behaviour and attendance barriers, including mental health issues for girls in particular, remain a challenge and are a priority for the school. We move into the second year of our three-year strategy period with a fully staffed Pastoral Faculty, a full time Attendance Manager, a Trust EWO, updated behaviour policies and procedures and a new Deputy Headteacher for Behaviour and Inclusion. We are also in the second year of joining a Multi-Academy Trust, Stamford Park Trust, which will help us to implement new strategies to support the behaviour and attendance of disadvantaged pupils.

Reading

There is strong evidence in 2024/25 of the positive impact of strategies and interventions at Fairfield on pupils' ability to read, with clear improvements made by individual pupils and the disadvantaged cohort. The following analysis focuses on our Year 7 and 8 disadvantaged pupils who are in Stanine 1 and 2 and the entire Year 9 disadvantaged cohort. This data is based on their annual NGRT assessment (mean SAS score)

Year 7 Disadvantaged Cohort - Stanine 1 and 2 (8 pupils)

- **4 / 8** pupils have moved out of the Stanine 1 and 2 group
- Mean SAS improvement Yr7 Autumn - Yr 7 Summer: **3.4 points***

Year 8 Disadvantaged Cohort - Stanine 1 and 2 (8 pupils)

- **2 / 8** pupils have moved out of the Stanine 1 and 2 group
- Mean SAS improvement Yr7 Summer - Yr8 Summer: **2.4 points***

*This is an age-related score - any positive value represents an above average improvement in a pupils' ability to read, compared to pupils of the same age.

Year 9 Disadvantaged Cohort

In 2024/25, our Year 9 disadvantaged cohort (73 pupils) made excellent improvements in reading, based on their annual NGRT assessment.

Cohort	Year 8 Mean SAS (2023/24)	Year 9 Mean SAS (2024/25)	Difference from Year 8 to Year 9
Disadvantaged pupils	103.8	108.9	**+5.1**
Non-disadvantaged pupils	108.5	113.0	**+4.5**

This data shows that our Year 9 disadvantaged pupil cohort has a mean SAS score of **108.9**, significantly above the national age-related expected score of 100. Our disadvantaged pupil cohort also made more progress with their reading **(+5.1)** than the non-disadvantaged cohort **(+4.5),** between Year 8 and Year 9. This highlights the success of our reading interventions as part of the Pupil Premium Strategy.

Conclusion

In conclusion, we recognise that there is still important work to do in supporting disadvantaged pupils and removing the barriers they face. We continue to implement every aspect of our strategy, striving for sustained progress. We aim to see further narrowing of the achievement gap across the curriculum, alongside measurable improvements in behaviour, attendance, and reading outcomes.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider