

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Fairfield High School for Girls
Number of pupils in school	995
Proportion (%) of pupil premium eligible pupils	36.08%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25-2027/28
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Miss M Wicks, Executive Headteacher
Pupil premium lead	Mrs V McCormick, Assistant Headteacher
Governor / Trustee lead	Mrs B Warrington

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£318675
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£318675

Part A: Pupil premium strategy plan

Statement of intent

Fairfield High School for Girls is driven by the principle of “**outstanding progress for all**”. This is because we believe every pupil is capable of great achievement and personal development. That includes every pupil, regardless of their background and any challenges that might otherwise affect their progress. Our rich and proud history of educating young women is rooted in high expectations of all pupils and a culture of ambition, pride and targeted and strategic interventions.

We aim to create:

- **Successful learners** who enjoy learning, make outstanding progress, achieve outstanding academic results and enjoy learning for the rest of their lives.
- **Confident individuals** who are valued, and value others for who they are; young women who are able to live safe, healthy, successful and fulfilling lives.
- **Responsible citizens** who make a positive difference to our communities and are ready to meet the challenges of lifelong learning and the world of work.

Our pupil premium strategy is informed by diagnostic assessment of pupils’ challenges and individual need and based upon research and evidence to ensure that all pupils receive an outstanding level of teaching, pastoral support and enrichment. The strength of our curriculum delivered through high quality first teaching with outstanding pedagogical subject knowledge and a comprehensive programme of continuous professional development ensures that the quality of education received by all pupils is excellent. When individual pupils need specific interventions, this is considered and implemented carefully and strategically to ensure the highest impact. Our strategy is integral to wider school plans for education recovery, most notably with a focus on reading interventions to break down this barrier to progress, which disproportionately impacts on disadvantaged pupils.

Research shows that pupils who are disadvantaged make less progress, on average, than their peers who are not disadvantaged. We work tirelessly to ensure that disadvantaged pupils in our school make at least as much progress as their peers, both academically and personally. All staff have high expectations of and aspirations for all pupils. Staff know pupils and their needs and work cohesively to overcome challenges for individual pupils. Staff understand the challenges faced by pupils who are disadvantaged and share a collective responsibility for their progress. Our Pastoral Faculty has been carefully developed to ensure that all pupils, particularly disadvantaged and vulnerable pupils, can access support needed from highly skilled professionals who work with relevant agencies to access additional services, where needed.

Challenges

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

Challenge number	Detail of challenge
1	The maths and reading 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 and reading in 2024 are 103.1 and 104.8 respectively compared with 104.3 and 105.9 for their peers who are not disadvantaged. 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.
2	Attendance and punctuality of disadvantaged pupils is worse than 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.
3	Behaviour of disadvantaged pupils compares less favourably to behaviour of their peers. Diagnostics show disadvantaged pupils have almost twice the number of behaviour points of pupils who are not disadvantaged. This is particularly disproportionate in the current Year 9.
4	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. This was made worse by the pandemic and we need to explore the reasons for this.

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 progress for disadvantaged pupils in Maths throughout KS3 and by the end of KS4.	By the end of this plan in 2027/2028, 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.
Improved reading ability of all pupils and especially disadvantaged pupils.	By the end of this plan in 2027/28, NGRT data will show gaps closed by the end of Year 7 and all pupils making better than expected progress each year.
Improved attendance to parent/carer evenings and events and overall higher levels of parental engagement.	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.
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.
Attendance and punctuality of all pupils improves, including those who are disadvantaged.	By 2027/28, 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.
To achieve and sustain wellbeing of pupils, particularly those who are disadvantaged.	<p>Sustained high levels of wellbeing by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> - qualitative data from pupil voice, pupil and parent surveys and teacher observations. - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. - MyConcern logs show reduced reports of safeguarding concerns related to mental health. - attendance of pupils with mental health challenges is improved.

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: £ [£40,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continue to support the Maths Faculty in embedding mastery learning through CPD, release time and additional resources.</i>	EEF Toolkit: Mastery learning adds 5 months of progress on average for very little cost.	1
<i>We will conduct CATs testing and NGRT assessments to identify pupil starting points and measure progress.</i>	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
<i>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.</i>	“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
<i>Teach pupils to become more effective speakers and listeners by implementing Voice 21 strategies for oracy.</i>	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
<i>All teachers to develop and implement the SEEU (“Say it, Explain it, Explore</i>	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:	1,2,3

<p><i>it, Use it') strategy for new vocabulary.</i></p>	<p>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)</p>	
<p><i>Support pupils with their metacognition and self-regulation through the Fairfield Successful Learner Programme.</i></p>	<p>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</p>	<p>1,2,3</p>
<p><i>Further develop and quality assure the use summative assessment and the Fairfield Assessment for Learning cycle as part of the learning experience through staff CPD and pupil engagement and support.</i></p>	<p>EEF Toolkit: The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p>	<p>1</p>
<p><i>Retain an additional Teaching Assistant to support disadvantaged pupils, deliver KS3 catch up interventions in English and Maths.</i></p>	<p>EEF Toolkit: Teaching Assistant interventions add on average 4 months of progress.</p>	<p>1,2,3</p>

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

Budgeted cost: £ [£70,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Continue the implementation of a programme of targeted interventions for pupils requiring support with reading comprehension and phonics following NGRT assessment. Fund a Reading Mentor to deliver impactful interventions for reading.</i></p>	<p>EEF Toolkit: Reading comprehension strategies add 7 months progress on average in secondary schools.</p>	<p>1,2,3</p>
<p><i>Introduce a programme of small group tutoring and masterclasses in Maths to support and maximise progress.</i></p>	<p>EEF Toolkit: Small group tuition. Small group tuition has an average impact of four months' additional progress over the course of a year.</p>	<p>1,2,3</p>
<p><i>Continue to deliver a coordinated 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.</i></p>	<p>EEF Toolkit: Small group tuition. Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>EEF Toolkit: Extending school time can add 3 months of progress per year on average</p>	<p>1</p>
<p><i>Develop a programme of Peer Mentoring using Sixth Form students to work with pupils for academic mentoring.</i></p>	<p>EEF Toolkit: Small group tuition. Small group tuition has an average impact of four months' additional progress over the course of a year.</p>	<p>1,2,3</p>
<p><i>Continue to deliver English and Maths catch-up interventions to pupils identified as needing additional support.</i></p> <p><i>Overstaff the Maths Faculty to enable Maths teachers to deliver interventions.</i></p>	<p>EEF Toolkit: Small group tuition. Small group tuition has an average impact of four months' additional progress over the course of a year.</p>	<p>1,2,3</p>
<p><i>Contingency fund for acute issues.</i></p>	<p>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.</p>	<p>1,2,3,4</p>

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

Budgeted cost: [£108675]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Senior leadership roles focussing on development of culture and belonging and the strategic leadership and quality assurance of behaviour and attitudes, pastoral and Personal Development.</i></p> <p><i>Further review and development of behaviour system and impactful behaviour interventions.</i></p>	<p>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.</p> <p>Improving Behaviour in Schools Guidance Report, EEF: School leaders should ensure the school behaviour policy is clear and consistently applied.</p>	1,2,3,4
<p><i>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.</i></p>	<p>Supporting school attendance, EEF: Build a holistic understanding of pupils and families and diagnose specific needs.</p>	4
<p><i>Communicate effectively with families by reviewing existing practice, reintroducing a school newsletter and investing in text messaging. Review current communication methods and work with parents/carers to refine our approaches.</i></p>	<p>Supporting school attendance, EEF: Communicate effectively with families.</p> <p>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.</p>	4
<p><i>Senior leaders to develop and implement consistent approaches and shared language to promote positive pupil habits. Introduce and implement STEPS for positive interactions and STAR for outstanding behaviour for learning in the classroom.</i></p>	<p>Improving Behaviour in Schools Guidance Report, EEF: Teaching learning behaviours will reduce the need to manage misbehaviour</p>	3

<p><i>Continue to develop the Fairfield Responsible Citizens Curriculum to teach pupils good learning behaviours.</i></p>	<p>Improving Behaviour in Schools Guidance Report, EEF: Teaching learning behaviours will reduce the need to manage misbehaviour</p>	<p>3</p>
<p><i>Continue to develop the role of the Assistant Heads of Year for each year group to support pupils with mental health difficulties, pastoral issues and family challenges, working with pupils and families to minimise impact of challenges faced.</i></p>	<p>EEF Toolkit: Parental engagement, behaviour interventions and social and emotional learning all add 4 months progress on average.</p>	<p>2,3,4</p>
<p><i>Continued investment in the Pastoral Faculty with potential additional roles will allow closer liaison and links to be made with families.</i></p>	<p>Supporting school attendance, EEF: Communicate effectively with families.</p> <p>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</p>	<p>2,3,4</p>
<p><i>Embedding principles of good practice set out in DfE's Improving Attendance and Punctuality guidance. An Attendance Manager and further pastoral support have been appointed to work together to improve attendance and punctuality.</i></p>	<p>EEF Toolkit: Parental engagement, behaviour interventions and social and emotional learning all add 4 months progress on average.</p>	<p>2,4</p>
<p><i>Continued development of the Reward System to recognise and reward good learning behaviours.</i></p>	<p>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.</p>	<p>2,3,4</p>

Total budgeted cost: £ [£318,675]

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 2021 to 2022 academic year; the first year this strategy statement covers.

Disadvantaged pupils at Fairfield High School for Girls achieve outstanding academic progress. This is evident in our 2024 Progress 8 figure for disadvantaged pupils of 0.65! At the end of our first three-year Pupil Premium Strategy, we are very proud of the progress of our disadvantaged pupils and believe this is clear evidence of the high quality teaching and targeted interventions has on all pupils, especially those who are disadvantaged. Our vision of 'outstanding progress for all' is clearly a lived experience at Fairfield and part of a highly effective strategy. The average Progress 8 figure for disadvantaged pupils nationally is -0.54, suggesting that disadvantaged pupils at Fairfield make on average 1.19 grades more progress in every subject compared with disadvantaged pupils in other schools.

Further comparison can be seen in the table below.

	Progress 8 Overall	English P8	Maths P8	EBacc P8	Open P8
FHS overall	+0.53	0.78	0.22	0.34	0.79
FHS disadvantaged pupils	+0.65	+1.02	+0.16	+0.44	+0.81
England disadvantaged pupils	-0.55	-0.53	-0.47	-0.56	-0.62
Difference	+1.19	+1.55	+0.63	+1.0	+1.43
FHS non-disadvantaged pupils	+0.52	+0.71	+0.24	+0.32	+0.79
England: Girls	-0.01				

The Progress 8 score for pupils with EAL was well above our target of 0.6 at 1.09 and was ever higher for disadvantaged EAL pupils at 1.37. Whilst improvements have been made in the progress of disadvantaged pupils in Maths, this does remain a priority for the school since our pupils come to us with higher KS2 score for reading than for maths and there is much research to say Maths has been disproportionately affected by the Covid pandemic. We also know that girls make less progress than boys in Maths.

Reading scores of disadvantaged September 2022 to September 2024 show mixed success with their average SAS score from the NGRT assessments increasing by 0.05 (average progress is represented by no change in the SAS). We saw a greater increase here from 2022 to 2023, indicating less impact of whole school reading strategies in 2023/24 than in the previous year but our data shows that those pupils who received reading intervention did make exceptional progress with reading during 2023/24. This highlights the success of our reading interventions as part of the Pupil Premium Strategy but reveals a need to refocus CPD on reading strategies in the classroom and across the curriculum. Our main reading interventions saw the following increases in SAS during 2023-24:

	Disadvantaged pupils progress 23-24	Non disadvantaged pupils progress 2023-24	Lexonik Advance	Lexonik Leap	Reading Partners	Comprehension Programme	SEND Faculty Literacy Intervention
Year 7	-0.06 (103.2 to 102.6)	+0.07 (107.2 to 107.9)	+4 (89.5 to 93.5)	NA	+3 (84.2 to 87.2)	NA	+4.4 (74 to 78.4)
Year 8	+1.3 (101.7 to 103.0)	+1.7 (107.7 to 109.4)	+2.8 (91.6 to 94.4)	NA	NA	+6.8 (86.6 to 93.4)	+5.6 (73.9 to 79.5)
Year 9	-3.8 (102.3 to 98.5)	-2.5 (108.8 to 105.3)	+2.8 (93.4 to 96.2)	NA	NA	NA	-3.8 (78.9 to 75.1)
Year 10	-1.1 (106.1 to 105)	-1.4 (104.6 to 103.2)	+1.4 (92.0 to 93.4)	+12.1 (76.2 to 88.3)	NA	+12 (79.5 to 91.5)	NA
Year 11	End point data not available for comparison						

Behaviour at Fairfield is generally excellent but the gaps in behaviour points/incidents and attendance and punctuality remain broadly the same and is a continued area for development which we believe our new strategy will continue to address. Whilst all of the wider strategies were implemented, the challenge presented by some pupil behaviour and attendance barriers post-Covid, including mental health issues for girls in particular, remain a challenge and are a priority for the school. We end the first three-year strategy period with a fully staffed Pastoral Faculty and a full time Attendance Manager. We have also newly joined a Multi-Academy Trust, Stamford Park Trust, where we believe we will be able to implement new strategies to support behaviour and attendance of disadvantaged pupils.

We know there is always still work to do to support disadvantaged pupils in removing barriers. We will continue to work hard to implement all areas of our strategy and hope to see continued closing of the progress gap across the curriculum as well as improved comparisons in terms of behaviour and attendance statistics, and parental engagement.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Not applicable	