

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
School name	Fairfield High School for Girls
Number of pupils in school	993
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 - 2023/24
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs S Bateman, Headteacher
Pupil premium lead	Mrs V McCormick, Assistant Headteacher
Governor / Trustee lead	Mrs B Worthington, Chair of Trust Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£287,730
Recovery premium funding allocation this academic year	£77,556
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£365,286

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 2023 are 103 and 105 respectively compared with 106 and 107 for their peers who are not disadvantaged. Disadvantaged pupils achieved below average progress in Maths in 2023 with a Progress 8 score of -0.23.
2	An increasingly large proportion (currently 31% and up from 28% in 2021/22) of our disadvantaged pupils also have English as an additional language (EAL) providing an additional challenge in making progress.
3	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 has been made worse by the pandemic.
4	Behaviour of disadvantaged pupils compares less favourably to behaviour of their peers. Diagnostics show disadvantaged pupils have approximately twice the number of behaviour points of pupils who are not disadvantaged. This is particularly high in the current Year 8. 54% of Isolations are for disadvantaged pupils.
5	Disadvantaged pupils make up a large proportion of our persistently absent pupils (47%) and persistently late pupils (41%).
6	Disadvantaged pupils make up a disproportionate number of our pupils with SEN (44% are disadvantaged) and this is even higher for pupils with an EHCP (50%), potentially providing an additional barrier to their progress.
7	Observations and teacher feedback and analysis of referrals to our Pastoral Faculty indicate that the family life, financial challenges and mental health issues faced by our disadvantaged pupils has increased drastically during and after the pandemic. This is particularly evident for pupils who are disadvantaged.

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 across the curriculum at the end of KS4 and in Maths in particular.	By the end of this plan in 2023/2024, Progress 8 data will show no gap overall and this will be at least 0.6 for all pupils, including pupils who are disadvantaged and including in each element individually.

<p>Improved support and progress of pupils with EAL.</p>	<p>By the end of this plan in 2023/2024, Progress 8 data will show now gap overall and this will be at least 0.6 for all pupils, including pupils who are disadvantaged and including in each element individually.</p> <p>Reading assessments throughout the five years will show rapid progress for EAL pupils so that all meet age related expectations by the end of KS4.</p> <p>Pupil voice feedback will show that EAL pupils are happy and feel supported and valued.</p> <p>Learning walks and work scrutiny show effective strategies being employed appropriately across the curriculum.</p>
<p>Improved attendance to parent/carer evenings and overall higher levels of parental engagement.</p>	<p>By the end of this plan in 2023/2024, Progress 8 data will show now gap overall and this will be at least 0.6 for all pupils, including pupils who are disadvantaged and including in each element individually.</p> <p>Parent/Carer Evening attendance data shows improved engagement with parents/carers of disadvantaged pupils.</p>
<p>Behaviour of pupils who are disadvantaged improves and is comparable to their peers.</p>	<p>Behaviour points, internal isolation and suspensions data will show now significant differences for disadvantaged pupils and will be reduced for all pupils by the end of this plan.</p>
<p>Attendance and punctuality of all pupils improves, including those who are disadvantaged.</p>	<p>By 2023/24, there will be a significant reduction in pupils who are persistently late and there will be no significant difference in the punctuality of disadvantaged pupils and their peers.</p>
<p>To achieve and sustain wellbeing of pupils, particularly those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing by 2023/24 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.

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: £ [£66,000]

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, 2
<i>Reinstate additional classes in Year 10 for Maths to allow smaller, more focused setting.</i>	EEF Toolkit: Reducing class size adds an average of 2 months progress per year.	1, 2
<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>We will review and develop our whole school strategies to support pupils with EAL, conduct and external EAL Review and implement recommendations as appropriate in addition to a programme of CPD for all staff through our Peer Coaching Communities.</i>	An external EAL Review will inform further actions needed to develop in this area. Evidence Review, Characteristics of Effective Teacher Professional Development, EEF	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</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.	1, 2

<i>the Lead Practitioner for English.</i>	Reading comprehension activities add 6 months progress on average. EEF Toolkit.	
<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, 4, 5, 6, 7
<i>Teachers in every subject will receive high quality CPD from the Lead Practitioner for English to allow them to provide explicit vocabulary instruction to help students access and use academic language by prioritisation of tier two and tier three vocabulary.</i>	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, 4, 5, 6, 7
<i>Support pupils with their metacognition and self-regulation through the Fairfield Successful Learner Programme. Support staff with CPD on metacognition through our Peer Coaching Communities.</i>	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, 4, 5, 6, 7
<i>Embed a culture of using summative assessment and the Fairfield Assessment for Learning cycle as part of the learning experience through staff CPD and pupil engagement and support.</i>	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.	1, 2
<i>Appoint and retain an additional Teaching Assistant to support disadvantaged pupils, deliver KS3 catch up interventions in English and Maths and allow relief time for Assistant</i>	EEF Toolkit: Teaching Assistant interventions add on average 4 months of progress.	1, 2

<p><i>EAL Coordinator to support pupils with EAL.</i></p> <p><i>Over-staff Maths Faculty for some time to allow development of resources for SEND Faculty withdrawals supporting pupils below age related expectations.</i></p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ [£50000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Implement a programme of targeted interventions for pupils requiring support with reading comprehension and phonics following NGRT assessment.</i></p> <p><i>Appoint 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, 4</p>
<p><i>Continue to deliver a coordinated programme of Period 6 revision sessions for Year 11 pupils throughout the academic year.</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. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p>	<p>1</p>
<p><i>Continue to fund a programme of 'Day 6' weekend support for pupils with a blend of additional tuition and quiet workspace.</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. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>EEF Toolkit: Extending school time can add 3 months of progress per year on average.</p>	<p>1, 6</p>
<p><i>Provide specific EAL interventions timetabled</i></p>	<p>EEF – A Systematic Review of Intervention Research Examining</p>	<p>1, 2</p>

<i>with the Assistant EAL Coordinator.</i>	English Language and Literacy Development in Children with English as an Additional Language (EAL) 'vocabulary is a good candidate for intervention given the number of studies that have demonstrated a general lack of vocabulary knowledge in EAL children relative to non-EAL peers.'	
<i>Continue to deliver English and Maths catch-up interventions to pupils identified as needing additional support.</i>	EEF Toolkit: Small group tuition. Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.	1, 2, 3, 4, 5, 6, 7
<i>Contingency fund for acute issues.</i>	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, 7

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

Budgeted cost: [£249,286]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Appoint additional Assistant Headteacher for Pastoral to support in the strategic leadership and quality assurance of behaviour and attitudes, pastoral and Personal Development.</i>	Improving Behaviour in Schools Guidance Report, EEF: School leaders should ensure the school behaviour policy is clear and consistently applied. 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.	1, 3, 4, 5, 7
<i>Introduction of Fairfield Responsible Citizens Curriculum to teach pupils good learning behaviours.</i>	Improving Behaviour in Schools Guidance Report, EEF: Teaching learning behaviours will reduce the need to manage misbehaviour	1, 3, 4, 5, 7
<i>Assistant Heads of Year will be appointed for each year group to support pupils with</i>	EEF Toolkit: Parental engagement, behaviour interventions and social and emotional	3, 4, 5, 6

<i>mental health difficulties, pastoral issues and family challenges, working with pupils and families to minimise impact of challenges faced.</i>	learning all add 4 months progress on average.	
<i>Investment in the Pastoral Faculty will allow closer liaison and links to be made with families.</i>	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	3, 4 ,5, 6
<i>Embedding principles of good practice set out in DfE's Improving Attendance and Punctuality guidance. Staff will get training and release time to develop and implement new procedures. An Attendance Manager and further pastoral support have been appointed to work together to improve attendance and punctuality.</i>	EEF Toolkit: Parental engagement, behaviour interventions and social and emotional learning all add 4 months progress on average.	3, 4 ,5, 6
<i>Continued development of the Reward System to recognise and reward good learning behaviours.</i>	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, 3, 4, 5, 7

Total budgeted cost: £ [£365286]

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.

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. For 2023, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was 0.3. See DfE guidance for more information about KS4 performance measures.

The 0.3 Progress 8 score for disadvantaged pupils compared with 0.69 for all pupils in our cohort and shows a slightly larger progress gap than the previous year but is still an outcome for our disadvantaged pupils that we are incredibly proud of. This compares very favourably with national average Progress 8 scores for disadvantaged pupils of -0.57. It is strong evidence that pupils make outstanding progress here, whatever their challenges, and that our teaching and targeted academic support strategies are highly effective. One area that we need to continue to focus efforts is in Maths, where pupils who were disadvantaged made less progress in 2023 but indications for Cohort 2024 suggest this may not be an emerging pattern.

Reading scores of disadvantaged pupils improved significantly from September 2022 to September 2023 with their average SAS score from the NGRT assessments increasing by 0.5 (average progress is represented by no change in the SAS). However, 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 strategy will continue to address.

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 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