

Pupil premium strategy statement

Fairfield High School

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	610
Proportion (%) of pupil premium eligible pupils	24.6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2025
Statement authorised by	Board of Directors
Pupil premium lead	Steve Waterhouse
Governor / Trustee lead	Fiona McHale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,570
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£112,570

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Achievement: Pupil premium students achieve less well than non-pupil premium students in school and nationally. 2024/25 results show that pupil premium students achieved A8 and P8 scores of 40.95 and -0.16 compared to 49.35 and 0.32 for non-pupil premium students.
2	Pupil premium students have lower prior attainment on average in reading, writing and SPAG in KS2 results
3	The standard of homework and completion of tasks is lower for many pupil premium students and this is evident when looking at data systems and intervention records on Arbor
4	A small number of pupil premium students have social/emotional barriers which affect their achievement and their aspirations.
5	Attendance of pupil premium students, especially FSM students is typically lower than that of non-pupil premium students. FSM attendance between 2024/25 is typically around 91% compared to 95% for non-FSM students

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
Pupil Premium students reach their targets grades in line with non Pupil Premium students as per the school Performance Management criteria	Pupil Premium students reach their targets grades in line with non Pupil Premium students as per the school Performance Management criteria
Pupil Premium students make the required progress in line with non Pupil Premium students as per the school Performance Management criteria	Pupil Premium students make the required progress in line with non Pupil Premium students as per the school Performance Management criteria
Very few behaviour issues in lessons for PP students in KS3+KS4.	Fewer behaviour incidents recorded for these students on the school system. Fewer disruptions in lessons results in better progress for those PP students and their peers. The number of fixed-term exclusion for PP students with behavioural difficulties is below national figures for non-PP students
PP students who start after year 7 exceed expected levels of progress.	PP who start after yr7 exceed expected levels of progress
Improved h/wk quality and fewer h/wk incidents recorded	The standard of h/wk for PP students is consistently good. Sanctions for homework are fewer than last academic year
Increased attendance rates for students eligible for PP.	Overall attendance among students eligible for PP improves from 91% to at least 93% in line with 'other' students nationally
PP students have greater emotional resilience and fewer emotional and social issues which results in improved progress, attendance and attainment for PP students.	The number of referrals for PP students with social and emotional issues decreases and as a result, students make better progress and attainment.
Increased participation rates for students eligible for PP in extra-curricular activities and school trips	All PP students experience at least one school trip and participation in extra-curricular activities increases and is in-line with non-PP students.

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)

All teaching included within targeted academic support

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

Budgeted cost: £65,272

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group provision for targeted Literacy and Numeracy across KS3 and KS4. PP coordinator time. SEN, TA and LSA support. Revision books and other resources for PP students. Literacy coordinator.	Some of the students need 1:1 targeted or small group literacy and numeracy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools. There is clear evidence from the EEF that working with small groups of students can lead to noticeable improvements in overall progress and attainment. We have identified 22 pupil premium students who receive additional support.	1+3

<p>Contribution towards trips linked to raising standards in Literacy.</p> <p>Cost of employing a teacher to work with small groups on literacy and numeracy –</p> <p>Total £35,698 7% inflation</p>		
<p>Weekly small group sessions in maths for high-attaining students with HoF or equivalent, on occasions, after school and at lunchtime.</p> <p>Total £7,133 plus 7%</p>	<p>There is clear evidence from the EEF that working with small groups of students can lead to noticeable improvements in overall progress and attainment.</p> <p>Provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. We will combine this additional provision with some ‘aspiration’ interventions such as talks from successful former students.</p>	1
<p>There will be an intensive revision block for all of year 11 students over a 4 week period in the Spring Term before they break for the Easter holidays.</p> <p>Total £4,635 7%</p>	<p>PP and all students are more likely to attend intensive block scheduled revision sessions over voluntary weekly sessions. Extensive research and evidence has suggested that targeted and focused revision over a short period of time is more likely to result in better outcomes. Attendance for these intensive revision sessions in previous years is above 90% and student questionnaires have identified that students found these sessions worthwhile. Following student feedback in 2018, we reduced the time of these sessions from 2 hours to 1.5 hours.</p>	1
<p>PP students are provided with a range of support resources ranging from laptops to revision guides.</p> <p>Total £17,806 plus 10%</p>	<p>Pupil premium students are often more likely to not buy additional resources such as revision guides or may not have access to computers at home. This applies most to FSM pupil premium students as finance is often a barrier</p>	1

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

Budgeted cost: £73,064

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted behaviour interventions for identified students PP Lead and Learning Managers time who meet weekly to discuss behaviour concerns and put in place any necessary intervention.</p> <p>Total cost £8,932 10%</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>Research also suggests that Quality First Teaching reduces behaviour issues significantly and increases achievement</p>	2
<p>H/wk club Monitoring and tracking of h/wk for PP students. All h/wk will be uploaded to Teams</p> <p>Total £4,248 5%</p>	<p>Evidence from EEF has shown that PP students typically produce h/wk that is of a poorer quality to non-PP students. PP students often have more barriers to h/wk such as a lack of working space at home, less access to computers and lower aspirations.</p>	4
<p>Intervention Learning managers, SLT and Form Tutor time and support, careers advisor.</p> <p>Total £9,821 7%</p>	<p>Evidence shows that if you can reduce the anxiety and stress of PP students then this directly leads to improved attendance, progress and attainment as improvements in students' general well-being</p>	5
<p>Close monitoring of attendance of all PP students.</p> <p>Intervention from Learning Managers (this includes home-visits where necessary).</p> <p>PP coordinator time to monitor attendance and interview students/families.</p> <p>Intervention from attendance officer.</p> <p>SLT time to monitor attendance and</p>	<p>There is clear evidence that poor rates of attendance typically result in lower levels of progress/attainment and can also impact on students' social and emotional well-being. Government research has shown that there is a 20% greater chance of achieving good GCSE passes when comparing attendance rates of 95% compared to 90%.</p>	1+6

<p>review/implement intervention strategies.</p> <p>Intervention from Learning Managers (this includes home-visits where necessary).</p> <p>PP coordinator time to monitor attendance and interview students/families.</p> <p>Intervention from attendance officer.</p> <p>Appointment of additional part-time attendance support officer</p> <p>SLT time to monitor attendance and review/implement intervention strategies.</p> <p>Total £31,122 7%</p>		
<p>Parents/carers of PP students work collaboratively with the school to support students and help them reach their full potential.</p>	<p>Parental support is key in terms of raising progress and attainment for PP students and there is evidence to suggest that parents of PP students are often 'harder to reach'.</p>	<p>1+5</p>
<p>Other support</p> <p>Total £18,941</p>	<p>As part of our Pupil Premium provision, we use PP funds to pay up to 50% of the cost of school trips up to a maximum of £150, thereby enabling all students to access extra-curricular provision for learning.</p> <p>We use PP funds to contribute towards ingredients in Food Technology lessons.</p> <p>PP funding used for music lessons</p> <p>When appropriate, PP funding is used to buy uniform and other school equipment such as PE items, including football boots.</p>	<p>1 - 5</p>

	PP funding goes towards Careers guidance and every PP student has at least 2 careers interviews (there is currently 1 PP student from 2018/22 currently classed as a NEET).	
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Total budgeted cost: £138,336

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Focus area:				
Attainment/Progress				
Increased levels of progress in Literacy and Numeracy for students eligible for PP.				
Year 11 results for 2023/24 and 2024/25 for PP students and non-PP students:				
Measure	2023/24 non-PP	2023/24 PP	2024/25 Non-PP	2024/25 PP
A8	54.20	49.14	49.35	40.95
A8 grade	5.42	4.91	4.94	4.10
P8	0.57	0.24	<i>No KS2 data</i>	<i>No KS2 data</i>
Basics 9-5	58.8	31.8	54.5	38.5
Basics 9-4	76.3	68.2	78.8	46.2
English 9-5	68.8	63.6	76.8	50.0
English 9-4	82.5	86.4	89.9	53.8
Maths 9-5	60.0	31.8	57.6	38.5
Maths 9-4	77.5	68.2	82.8	57.7
Year 10 English Lit analysis for 2025:				
Measure	2023/24 non-PP	2023/24 PP	2024/25 Non-PP	2024/25 PP
9-5 Eng. Lit%	68.8	63.6	77.6	54.2
9-4 Eng. Lit%	82.5	86.4	90.8	58.3

KS3 Literacy

7 Pupil Premium students made, on average, 2 years 3 months progress during the academic year.

Focus area: Attendance

	% Attendance 2023/24	% Attendance 2024/25	% +/-	% National Average 2024/25
All Students	93.4	93.3	-0.1	91.4
Boys	94.1	94.2	0.1	93.2
Girls	94.3	94.0	-0.3	93.1
PP	92.7	91.5	-1.2	89.4
Non-PP	93.5	93.8	0.3	94.6
FSM	91.8	90.9	-0.9	98.4
SEN	94.1	93.4	-0.7	89.4
EAL	95.1	94.0	-1.1	
LAC	93.8	91.7	-2.1	81.5
Service	95.9	91.4	-4.5	

In line with national data attendance has remained low post- Covid, albeit there is an improvement from the year immediately following Covid.

The national average was 91.4% for academic year 24/25 meaning Fairfield students (93.4%) attended school more regularly than the national average.

Focus area: Well-being and post 16 Pathway

PP students had regular sessions with the school counsellor throughout the year

There were no permanent exclusions of PP students in 2024/25.

The number of behavioural incidents for PP students recorded throughout the year decreased, from 1063 in Term 1 to 884 in Term 2 and 764 in term 3.

All PP students receive at least 1 careers guidance interview with an independent advisor.

We currently have 1 NEET which clearly reflects that all bar one of our year 11 students have gone on to achieve a 'positive destination'

Focus area:

All PP students are given revision guides and any other additional support material for each of their subjects. In addition to revision guides, all PP students in 2024/25 were given additional resources on how to revise. Four weeks of revision classes ran during April which was attended by all Pupil Premium students in Year 11. Separate, weekly revision sessions run throughout the year in subjects including Maths, Science and Languages where Pupil Premium student attendance is prioritised.