

# Pupil premium strategy statement – Fairfield High School 2022/23

This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment and progress 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
Number of pupils in school	556
Proportion (%) of pupil premium eligible pupils	19.8%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	September 2022
Date on which it will be reviewed	February 2022
Statement authorised by	Board of Directors
Pupil premium lead	Steve Waterhouse
Governor / Trustee lead	Julie Archer

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,850
Recovery premium funding allocation this academic year	£17,664
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£100,514

# Part A: Pupil premium strategy plan

## Statement of intent

### Main Aims

At Fairfield High School our main aim is to use targeted and strategic intervention to support all students in reaching their full potential. At Fairfield High School we try to ensure that Pupil Premium funding is used in a way that has the greatest positive impact for whom it is intended. Our principal goal is to maximise impact on their educational development and future opportunities by:

- Diminish the difference between disadvantaged students and non-disadvantaged students both within school and nationally.
- Raising and accelerating the overall progress and attainment of targeted students.
- Supporting and nurturing all students.

### Principles

- We will focus on ensuring that teaching and learning opportunities meet the needs of all students.
- We will ensure that all students who are part of disadvantaged groups, where necessary, will have targeted intervention, tailored to their individual needs.
- Increase levels of progress in literacy (English) and numeracy (Maths) for students eligible for PP funding.
- Increase overall progress and attainment for students eligible for PP funding.
- Improve overall attendance for students eligible for PP funding.

### Provision

- **Quality teaching for all** -Targeted and differentiated provision which provides opportunities to maximise potential outcomes, including individual and small group support. Funding is used to provide quality first teaching for all additional learning materials such as revision guides.
- **SEN support** – targeted intervention to enable students to accelerate their progress and overcome specific learning barriers, such intervention includes 1 to 1 and small group work.
- **Pastoral support** – a focus on raising self-esteem of students from vulnerable groups in order to maximise their learning opportunities and give them the best possible opportunities for the future.
- **External services** – where appropriate, Pupil Premium funding may be used to buy in additional external services to support children and their families, includes things like additional careers advice meetings.
- **Extra-curricular and enrichment activities** – funding is used in many different ways. Examples include, music tuition, sports participation and equipment, cookery ingredients, paying towards school trips and alleviating cost of living-related issues that affect schooling.

### Measuring and Reporting Progress

The school will regularly evaluate the impact of provision. Evaluations will be ongoing across the school with particular analysis following specific data trawls which will happen a minimum of 3 times a year. Evaluations will focus on academic progress and students' personal well-being. Diminish the gap between disadvantaged students and non-disadvantaged students.

- Benchmarking against national averages.
- Any key findings from evaluations of existing strategies plus assessing the potential of any new/future strategies.

## 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. 2021/22 results show that pupil premium students achieved A8 and P8 scores of 52.02 and -0.07 compared to 56.76 and 0.81 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 SIMs.
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 2019/21 is typically around 90% compared to over 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
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.
Increased attendance rates for students eligible for PP.	Overall attendance among students eligible for PP improves from 93% to at least 95% 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 (and recovery 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

Budgeted cost: £56,188

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 and small group provision for targeted Literacy and Numeracy across KS3 and KS4.</p> <p>PP coordinator time.</p> <p>SEN, TA and LSA support.</p> <p>Revision books and other resources for PP students.</p> <p>Literacy coordinator.</p> <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 £31,181 (7% inflation)</p>	<p>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.</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>We have identified 7 pupil premium students in year 8 and 9 who receive additional support.</p>	<p>1+3</p>
<p>Weekly small group sessions in maths for high-attaining students with HoF or equivalent, on occasions, replacing tutor time or assembly and at lunchtime.</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>1</p>

Total £6,241	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.	
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. Total £4,049	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.	1
PP students are provided with a range of support resources ranging from lap tops to revision guides.  Total £14,717	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.	1

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

Budgeted cost: £46,998

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
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.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	2

Total cost £7,382	Research also suggests that Quality First Teaching reduces behaviour issues significantly and increases achievement	
H/wk club Monitoring and tracking of h/wk for PP students.  All h/wk will be uploaded to Google Classroom  Total £3,854	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.	4
Intervention  Learning managers, SLT and Form Tutor time and support, careers advisor.  Total £8,579	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.	5
Close monitoring of attendance of all PP students.  Intervention from Learning Managers (this includes home-visits where necessary).  PP coordinator time to monitor attendance and interview students/families.  Intervention from attendance officer.  SLT time to monitor attendance and review/implement intervention strategies.  Intervention from Learning Managers (this includes home-visits where necessary).  PP coordinator time to monitor attendance and interview students/families.  Intervention from attendance officer.  Appointment of additional part-time attendance support officer	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%.	1+6

SLT time to monitor attendance and review/implement intervention strategies.		
Total £27,183 (5%)		
Parents/carers of PP students work collaboratively with the school to support students and help them reach their full potential.	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'.	1+5
Other support	<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>When appropriate, PP funding is used to buy uniform and other school equipment such as PE items, including football boots.</p> <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).</p>	4

**Total budgeted cost: £103,186**



## 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 2020 to 2021 academic year.

#### Focus area:

#### Attainment/Progress

Increased levels of progress in Literacy and Numeracy for students eligible for PP.

**Year 11** results for 2020/21 and 2021/22 for PP students and non-PP students:

Measure	2020/21 (non-PP)	2020/21 (PP)	2021/22 (non-PP)	2021/22 (PP)
A8	67.18	55.83	56.74	52.00
A8 grade	6.72	5.58	5.67	5.20
P8	1.53	0.74	0.81	-0.55
Basics 9-5	83.1%	59.3%	60.3%	56.3%
Basics 9-4	93.5%	77.8%	83.8%	78.1%
EBacc (strong)	49.4%	40.7%	38.2%	31.3%
English 9-5	97.4%	77.8%	73.5%	65.6%
English 9-4	98.7%	96.3%	88.2%	81.3%
Maths 9-5	83.1%	66.7%	67.6%	68.8%
Maths 9-4	93.5%	77.8%	89.7%	84.4%

Any analysis of progress and attainment is based on standardised teacher administered teacher assessed grades due to the cancellation of GCSE exams in 2021

**Year 10 English Lit analysis, based on TAGs for 2021:**

Measure	2020/21 (non-PP)	2020/21 (PP)	2021/22 (non-PP)	2021/22 (PP)
9-5 Eng. Lit%	75.8%	59.3%	82.9%	73.3%
9-4 Eng. Lit%	93.9%	77.8%	92.7%	80.0%

### KS3 Literacy

5 year 8 and 9 pupil premium students received additional support in Literacy. All Improved their reading scores between September 2020 and July 2021, 4 by more than a school year equivalent.

#### Focus area: Attendance

	% Attendance 2021/22	% Attendance 2020/21	% +/-
<b>On Roll</b>	<b>89.65</b>	95.33%	-5.68%
<b>All Students</b>	<b>89.53</b>	94.89%	-5.36%
<b>Boys</b>	<b>89.98</b>	94.53%	-0.21%
<b>Girls</b>	<b>89.34</b>	95.24%	-3.53%
<b>PP</b>	<b>86.32</b>	93.59%	-7.27%
<b>FSM</b>	<b>86.02</b>	90.95%	-4.93%
<b>SEN</b>	<b>87.19</b>	93.24%	-6.05%
<b>EAL</b>	<b>93.60</b>	98.29%	-4.69%
<b>LAC</b>	<b>94.46</b>	97.76%	-3.30%
<b>Service</b>	<b>87.23</b>	96.17	-8.94%

Attendance for all groups has dropped significantly in 2021/22 due to two large local outbreaks of Covid during the school year along with changes to guidance on the coding of students off school with COVID which came into effect in October. Prior to October 2021 absence from COVID did not contribute to overall absence figures. This makes meaningful comparisons to the previous year impossible.

#### Focus area: Well-being and post 16 Pathway

12 PP students had weekly meetings with the school counsellor throughout the year.

There were no permanent exclusions of PP students in 2021/22.

The number of behavioural incidents for PP students recorded throughout the year decreased, from 447 in Term 1 to 402 in Term 2 and 195 in term 3.

All PP students receive at least 2 careers interviews. We currently have 1 NEET which clearly reflects that all of our year 11 students have gone on to achieve a 'positive destination' bar one ( a school refuser, who still sat exams)

**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 2021/22 were given additional resources on how to revise.

Four weeks of revision classes ran during April which was attended by all Pupil Premium students Year 11.

Separate, weekly revision sessions run throughout the year in subjects including Maths, Science and Languages where Pupil Premium student attendance is prioritised.

The Letterbox Club scheme was run by the English department in 2021/22, engaging disadvantaged children with reading by providing free books and resources. All students were surveyed and all said they enjoyed the books. 91% of those surveyed said that they had become more confident readers as a result of the initiative. This initiative will continue this year.