

# Pupil premium strategy statement: Fairfield High School 2016/17

## Background:

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

Many of the proposed strategies are closely linked to research carried out by the Educational Endowment Fund (EEF). The Education Endowment Foundation is an independent grant-making charity dedicated to breaking the link between family income and educational achievement, ensuring that children and young people from all backgrounds can fulfil their potential and make the most of their talents.

Summary information					
<b>School</b>	Fairfield High School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£60 990	<b>Date of most recent PP Review</b>	Nov/2016
<b>Total number of pupils</b>	483	<b>Number of pupils eligible for PP</b>	74	<b>Date for next internal review of this strategy</b>	Feb 2017

Current attainment (November 2016)	
	<i>Pupils eligible for PP</i>
<b>% achieving achieving EM</b>	71.6
<b>E-Bacc (% of students entered for E-Bacc)</b>	53.6
<b>E-Bacc (% achieving E-Bacc)</b>	26.7
<b>% achieving expected progress in English / Maths</b>	60
<b>Progress 8 score average</b>	0.22
<b>Attainment 8 score average</b>	50.3

Barriers to future attainment (for pupils eligible for PP including high ability)
<b>In-school barriers</b>
Achievement: <ul style="list-style-type: none"> <li>• Pupil premium students achieve less well than non-pupil premium students nationally</li> <li>• Pupil premium students who do not start in Yr7, typically make less progress and achieve less well than other groups of non-PP students</li> </ul>

Low level behaviour issues for a small group of KS4 pupil premium students	
Pupil premium students have lower prior attainment on average in reading, writing and SPAG in KS2 results	
The standard of homework and completion of tasks is lower for many pupil premium students	
A small number of pupil premium students have social/emotional barriers which affect their achievement and their aspirations	
<b>External Barriers</b>	
Attendance of pupil premium students is lower than for non-pupil premium students, and the gap historically widens as students progress through the school.	
A number of pupil premium students do not have access to appropriate areas to complete h/wk at home. Some don't have access to computers.	
Lower parental aspirations and engagement	
<b>Outcomes</b>	
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
Progress of PP students is in line with, or exceeds that of non PP students nationally.	Students eligible for PP make more progress by the end of the year than 'other' students so that at least 50% exceed progress targets and 100% meet expected targets. Other students still make at least the expected progress.
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 91% to at least 95% in line with 'other' students nationally.
Fewer emotional and social issues result in improved progress 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.

Academic year		2016/17			
Targeted support					
Priority Area	Chosen action/approach	Evidence and rationale for this choice	Implementation	Staff lead	Review/implementation
Literacy and numeracy	1:1 and small group provision for targeted Literacy and Numeracy across KS3 and KS4.	<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>Organise timetable to ensure teaching staff delivering provision have sufficient preparation and delivery time.</p> <p>Data tracking of these students to show impact of the programme.</p> <p>Teaching Assistant CPD for TAs delivering.</p> <p>SENCO/Pupil Premium Co-ordinator to liaise with parents of targeted children. In year 11, maths is split in to 5 groups which means that class sizes are smaller and PP and other students receive more targeted support.</p> <p>Year 9 Literacy and numeracy group.</p> <p>Regular use of data systems to track progress and attainment.</p>	<p>SEN co-ordinator</p> <p>PP lead</p> <p>Head of Communications/ Maths/SLT</p>	June 17
High attaining PP students	Weekly small group sessions in maths and English for high-attaining students with HOD or equivalent, replacing tutor time or assembly.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former students.	<p>Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.</p> <p>Engage with parents and students before intervention begins to address any concerns.</p> <p>Track data in English and Maths at 3 key points, October, March and June</p>	Head of Maths/ English	March 17

High quality feedback	Staff training on high quality feedback to be delivered by SLT and Head of Communications Faculty.	Visible Learning and the EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. This will focus specifically on effective assessment of writing for a purpose.	Embedded through faculty DDPs and schemes of work.  Whole staff meetings and INSET.  CPD for key staff involved in the process.	SLT, Head of Communications	Feb 2017
PP students who join late.	Close tracking of PP students who join late.	There is clear evidence that PP students who join school after year 7 typically make less progress than non-PP students.	Students who are not secure in reading, writing and mathematics on entry to the school receive targeted support from intervention team so they catch up with their peers quickly. PP students who join late are allocated one of the learning Managers as their mentor to regularly meet with and make sure that they are given necessary support. Review and implement our induction package. Interim report to parents to track progress and identify any areas of concern	SENCO  Head of Communications and Maths  TAs  Learning Managers	
<b>Priority Area</b>	<b>Chosen action / approach</b>	<b>Evidence and rationale for this choice</b>	<b>Implementation</b>	<b>Staff lead</b>	<b>Review/implementation</b>
Behaviour.	Targeted behaviour interventions for identified students  Quality First Teaching	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.  Research also suggests that Quality First Teaching reduces behaviour issues significantly and increases achievement	Targeted interventions and teaching strategies matched to specific students with specific behavioural issues so that they are engaged in lessons and meet achievement targets.  Learning managers and Heads of KS to engage with parents before academic intervention begins and ensure they know how best to support their	Learning Manager/PP Coordinator All staff  SLT	Daily  More detailed analysis every two weeks.

			<p>children.  Monitor behaviour but also monitor whether improvements in behaviour translate into improved progress and attainment.  Achievement/effort points to be recorded on SIMs and success is celebrated and shared with staff and parents/carers.  Ensure curriculum is appropriate by offering additional 1:1 advice during options choices in Year 9  In exceptional cases an individually tailored curriculum either in the short or long term depending on the individual needs</p>		
Homework	H/wk club Monitoring and tracking of h/wk for PP students.	Evidence 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>H/wk of selected PP students is tracked on a daily basis and targeted intervention measures such as h/wk trackers and contacting parents/carers are put in place. Use of school reward system to engage students.</p> <p>Where necessary, PP money is used to pay for transport home from revision sessions and h/wk club.</p>	<p>All teaching staff</p> <p>Learning Managers</p> <p>Form tutors</p> <p>Head of KS</p>	Checked daily by form tutors
Mentoring	PP students are allocated a staff mentor.	There is clear evidence from the EEF that working with small groups of students can lead to noticeable improvements in overall progress, attainment and can also lead to improvements in behaviour.	<p>Staff meet with mentees regularly. Intervention is recorded on SIMs and progress is continually tracked using SIMs and SISRA.</p> <p>IEP for FSM students which identify individual barriers to learning</p>	<p>Pupil Premium Coordinator</p> <p>Staff</p>	Weekly
Resources	PP students are provided with a range of support resources ranging from lap tops to	PP students are often more likely to not buy additional resources such as revision guides or may not have access to computers at home.	All PP students are provided with revision guides, ingredients etc. and in many cases funding is made available for things like school trips dependent	Pupil Premium Coordinator	Feb 2017

	revision guides.		on individual needs		
Emotional and social barriers	Counselling	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.	PP students identified as having social and emotional issues are seen by either a staff mentor and/or the school counsellor.	Learning manger  School counsellor	Weekly appointments  Learning Managers meet weekly with counsellor to discuss individual students
Attendance	Close monitoring of attendance of all PP students.	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.	First and third day calls to check reasons for absence by newly appointed attendance officer Daily tracking of PP students with attendance issues. Each fortnight there will be a more detailed analysis of attendance to identify any patterns and long term absences of PP students. Meeting with parents/carers to discuss any concerns with attendance. Ensure that PP students who are absent have access to any work and in terms of 'known' absences, work is collected and sent home. Letters are sent home for any PP student with an overall attendance figure of less than 95% and doctor's notes are requested when the student misses consecutive days of school. Learning Support Managers to visit persistent non-attendees at home to discuss attendance with parents / guardian and explore barriers. Liaise with external agencies to implement intervention plans and enforce penalty notices.	Attendance officer  Learning Managers  Pupil Premium Coordinator	Daily  More detailed analysis every two weeks.

<p>Parental Support</p>	<p>Parents/guardians of PP 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>Registers record attendance at all parents' evening etc.</p> <p>Any correspondence or meetings with parents are recorded on SIMs.</p> <p>Regular review and annual analysis of parental contact to ensure that hard to reach parents have been seen.</p> <p>HOKs and Learning Managers meet with 'hard to reach' parents of PP students to discuss existing barriers to learning and establish a clear strategy to best support students.</p> <p>Home visits where necessary by learning managers</p> <p>Opportunities for parents to engage in students learning through evening talks and workshops e.g. careers fayre, information evenings such as a talk on sexting by the local police.</p>	<p>Head of KS4 SLT Learning Managers</p>	<p>Termly</p>
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## Pupil premium – financial breakdown 2016/2017

<b>Intervention</b>	<b>Expenditure</b>
1:1	£ 34174
Mentoring	£ 16809
Study hour/h/wk club	£ 1457
Additional maths and English	£ 3000
Counselling	£ 2000
Management	£ 5692
Learning managers/TA support	£ 23776



**Pupil Premium – Review of impact and expenditure 2015-2016 (based on unvalidated 2016 data)**

<b>Category</b>	<b>BASIC E +M MEASURE</b>	<b>5A*-C inc E + M</b>	<b>Entered for EBACC?</b>	<b>Achieved EBACC?</b>	<b>Attainment 8</b>	<b>Progress 8</b>	<b>3 Levels Of Progress English</b>	<b>4 Levels Of Progress English</b>	<b>3 Levels Of Progress Maths</b>	<b>4 Levels Of Progress Maths</b>	<b>Attendance</b>	<b>NEET</b>
<b>Disadvantaged Pupil premium Indicator</b>	60%	60%	40%	0%	33.46	-0.15	80%	20%	60%	10%	90.8%	0%
<b>Pupil Premium (including service children)</b>	69%	69%	54%	15%	39.11	+0.025	76.9%	23.1%	69.2%	15.4%	91.33%	0%
<b>Non Pupil Premium (in school)</b>	74.7%	70.7%	66.7%	41.3%	53.95	+0.21	93.3%	57.3%	74.7%	40%	93%	1.1%
<b>All Pupils Nationally in state funded schools</b>	62.6%	56.8%	39.6%	24.5%	49.8	-0.03	Not available	Not available	Not available	Not available	Not available	Not available

- Due to National data currently being unavailable we are currently not able to review the impact of pupil premium outcomes against non-disadvantaged and non-pupil premium students nationally. Therefore the above table includes only ‘in school’ comparisons for 2015-16 and list data for ALL pupils nationally in state funded schools. The outcomes listed above have been taken into account when identifying barriers to learning for the current pupil premium strategy.

Pupil Premium – Review of impact and expenditure 2015-2016 (based on unvalidated 2016 data)

<b>PUPIL PREMIUM GRANT AND EXPENDITURE</b>	
<b>Actual spend for 2015/16 academic year</b>	
<b>Number of pupils and pupil premium grant (PPG) received 2015/16 academic year</b>	
Number of pupils on roll (January 2015 Census)	<b>455</b>
Total number of pupils eligible for PPG	Ever-6 FSM <b>57</b>
	Service <b>15</b>
	LAC <b>4</b>
<b>Total</b>	<b>£65,303</b>
<b>Summary of PPG Spending 2015/16 academic year</b>	
Staffing	£85,333
External Support Services	£1700
Materials, support and extra-curricular activities	£3612
<b>Total</b>	<b>£90,645</b>

**Pupil Premium review of 2015-16 expenditure**

<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact</b>	<b>Lessons learned</b>
Improve progress and attainment across the curriculum	1). Quality first teaching and effective feedback	HIGH: Faculty reviews showed that marking and feedback was largely in line with school policy e.g. WWW and EBI. However there needs to be more responses to marking from students on a more regular basis	Focus on student responses to marking and assessment
	2). Intervention 1:1 and small groups using qualified teachers and TAs where appropriate	MIXED: 100% KS3 students improved their spelling and reading ages  In KS4 50% of the students gained 3 LOP in English/Maths  In KS4 50% of the students gained a grade C in English/Maths  A few students achieved less well than expected and weren't identified by HOF for 1:1 or small group intervention in English and Maths	Identification of students in English for Year 11 intervention
	3). Creation of smaller teaching sets in Year 11 for Maths	MIXED: Improved behaviour – less learning mentor and Head of KS4 call outs, fewer afterschool detentions. Disappointing attainment and progress of low prior attainers	Implement earlier if financial and human resources allow and look carefully at assigning teachers to relevant classes
	4). Mentoring	MIXED: Mentoring worked well for some students in Year 11 resulting in positive progress 8 and attainment 8. However it did not work for all students	Review impact more frequently and careful matching of staff and students

	5). Resources	<p>MEDIUM-HIGH: All Year 10 and 11 students provided with Revision guides for each of their GCSEs</p> <p>Food and PE students provided with resources for practical lessons when required ensuring full participation and engagement in KS3 and 4</p> <p>Contribution towards costs of trips e.g. GCSE Food trip to Jamie's restaurant resulted in 100% attendance</p>	
Improve attendance	<p>Review of admin staff roles with one member of admin staff taking on responsibility for attendance</p> <p>Learning Managers</p>	<p>MIXED: Attendance for FSM students was in the lowest 10% nationally but partially affected by a minority of persistent non attenders.</p>	<p>Greater focus on FSM students across the school – more effective tracking of groups</p> <p>Time to embed the new roles</p> <p>Persistent non-attender/school refusers hard to reach/have impact with</p>
Behaviour	<p>Review of Behaviour policy and continued implementation of Smart Start. Continue start of lesson strategy for Year 10</p> <p>Review of curriculum offer for some Year 11 students</p>	<p>HIGH: SIMs better utilised by staff to record behaviour. Lesson observations showed very little low level disruption</p> <p>Improved behaviour – less learning mentor and Head of KS4 call outs, fewer afterschool detentions</p> <p>Smaller Maths classes from January 2016 in Year 11 resulted in more engaged students (5<sup>th</sup> class created) and fewer behaviour incidents</p> <p>Introduced BTEC Level 1 CCLD for a small group of learners. 100% pass rate by removing them from GCSE ICT. Immediate behaviour improvements.</p>	<p>Vast majority of behaviour points for Homework not being completed. Focus needed on how to improve this</p> <p>Implement additional maths class for Year 11 from the start of the year and in Year 10 if Human and financial resources allow</p> <p>Continue to review options annually to ensure curriculum is broad, balanced and relevant</p>

Improved student wellbeing (social and emotional)	Counselling and Learning Managers	<p>HIGH:</p> <p>9% of PP students received counselling during 2015-16 with a range of positive effects including better attendance</p> <p>Favourable student and parent feedback for support given by learning managers resulting in improved attendance for supported students</p> <p>Fewer behavioural incidents and positive impact on achievement for vast majority</p>	
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