

Pupil premium strategy statement

Impact Review July 2024

Geoffrey Field Junior School

This statement details our school's use of pupil premium (and recovery 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
School Name	Geoffrey Field Junior School
Number of pupils in school	349
Proportion (%) of pupil premium eligible pupils	39% (137 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	July 2023
Date on which it will be reviewed	July 2024
Statement authorised by	John Dibdin Head Teacher
Pupil premium lead	Dave Marks, Deputy Headteacher
Governor / Trustee lead	Katia Major, Link Governor for Disadvantaged Pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£209,520
Recovery premium funding allocation this academic year	£17,690
National Tuition Programme funding allocation this academic year	£10,192.50
Total budget for this academic year	£237,402.50
<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>	

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		Impact Overview
To improve oral language skills and vocabulary among disadvantaged pupils.	Assessments (both formative and summative), observations, pupil discussions and book scrutiny demonstrates strong and lasting improvements in pupils' use of tier 2 and context-specific tier 3 vocabulary and their use of exploratory discussion as a vehicle for their learning as well as their use of presentational voice.		<ul style="list-style-type: none"> ● Oracy champions trained across all areas ● Oracy and vocabulary training delivered to all teachers at annual conference ● Oracy and vocabulary embedded within much of the curriculum planning ● However, the impact of oracy and vocabulary is not consistent across the curriculum.
To improve reading attainment among disadvantaged pupils.	<p>KS2 reading outcomes for disadvantaged pupils are in line with or above local and national figures.</p> <p>Reduction in the gap between disadvantaged pupils' attainment in reading and that of non-disadvantaged pupils.</p> <p>Lower attaining disadvantaged pupils receive tailored learning to their reading priority.</p>		<ul style="list-style-type: none"> ● End of KS2 data for pupils achieving the expected standard was +10% higher than local and +21% higher than national PP comparisons ● End of KS2 data above the expected standard was also above local PP comparisons. ● Disadvantaged gap was lower than local (-7%) data.
To reduce number of pupils in upper KS2 on phonics	Assessments show a year on year reduction in the % of pupils requiring phonics over KS2.		<ul style="list-style-type: none"> ● 35% reduction in number of pupils receiving phonics for spelling and reading ● All Y6 pupils receiving phonics intervention completed the programme, gaining competency in reading and spelling.
To improve maths	KS2 maths outcomes for disadvantaged pupils are in line		<ul style="list-style-type: none"> ● End of KS2 data for pupils achieving the

<p>attainment for disadvantaged pupils at the end of KS2.</p>	<p>with or above local and national figures.</p> <p>Reduction in the gap between disadvantaged pupils' attainment in maths and that of non-disadvantaged pupils.</p>		<p>expected standard was +10% higher than local and 8% higher than national PP comparisons</p> <ul style="list-style-type: none"> ● End of KS2 data above the expected standard was also above local PP comparisons. ● Disadvantaged gap was lower than local (-7%) and national (-5%) data.
<p>To improve writing attainment among disadvantaged pupils</p>	<p>KS2 writing outcomes for disadvantaged pupils are in line with or above local and national figures.</p> <p>Reduction in the gap between disadvantaged pupils' attainment in writing and that of non-disadvantaged pupils.</p> <p>Levels of writing fluency improve in our lowest attaining writers from explicit teaching of fundamental skills.</p>		<ul style="list-style-type: none"> ● End of KS2 data for pupils achieving the expected standard was +13% higher than local PP comparisons ● End of KS2 data above the expected standard was considerably higher than local PP comparisons (+10%). ● The Disadvantage gap was lower than local (-5%) data although above that of national.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Good disadvantaged pupil attendance in line with or above national figures.</p> <p>A reduction in the % of disadvantaged pupils who are persistently absent in comparison with previous academic year.</p> <p>Attendance gap between disadvantaged and non-disadvantaged pupils reduced compared to previous year.</p>		<ul style="list-style-type: none"> ● Consistent trend in PP attendance (- 0.1% from 2022/23) ● Increase in the percentage of PP who are persistently absent (up 4.5% from 2022/23) ● Positive three-year trend in disadvantaged attendance gap. ● Attendance above National comparison (+3.3% higher)
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by a reduction in % of disadvantaged pupils recorded as displaying negative behaviour.</p> <p>An increase in the % of disadvantaged pupils participating in enrichment activities, such as</p>		<ul style="list-style-type: none"> ● Very low number of suspensions and slight increase in internal suspensions. ● No permanent exclusions

	<p>school groups and extra-curricular activities.</p> <p>Qualitative data from student voice, student and parent surveys and teacher observations.</p>		<ul style="list-style-type: none"> ● Decrease in number of negative behaviour records ● 238 extra curricular club places were taken by pupil premium pupils over the academic year. ● 40% of pupil premium pupils represented the school in sporting competition ● 30% of pupil premium pupils were part of a school group beyond the classroom
<p>To support parental engagement of disadvantaged pupils.</p>	<p>Pastoral support worker to work directly with parents to bolster a partnership between home and school.</p> <p>To engage at least 50% of parents in learning related workshops, focusing primarily on learning at home.</p> <p>To engage at least 80% of parents in school events where parents are invited into school.</p> <p>Maintain a high % of disadvantaged parents attending parent consultation appointments.</p>		<ul style="list-style-type: none"> ● 120 parents attended reading and times table workshops to support learning at home ● 389 parents attended our 3 parent afternoons over the course of the year. ● 93% of parents attended parent consultation sessions ● Pastoral worker has been directly involved with more than 40 families, providing additional support

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: £138,379

Intended outcome	Success criteria	Activity		Impact Evidence	Next Steps
To improve oral language skills and vocabulary among disadvantaged pupils.	Assessments (both formative and summative), observations, pupil discussions and book scrutiny demonstrate strong and lasting improvements in pupils' use of tier 2 and context-specific tier 3 vocabulary and their use of exploratory discussion as a vehicle for their learning as well as their use of	Embedding the use of exploratory oracy across the curriculum through additional staff CPD, training oracy champions across year groups, carrying out annual oracy audits to tailor action planning, developing oracy resources to help structure discussion and working closely with Voice21 to review practice. Funding to release the oracy team for training,		<p>Oracy, like vocabulary, is an essential component of the school's localised curriculum. The ability to articulate ideas, develop understanding and engage with others through spoken language is something highly valued at the school and through our involvement with Voice 21, we are embedding a culture of oracy within our curriculum.</p> <p>Two new oracy champions completed their training to harness oracy to elevate learning, adapting planning, supporting colleagues and promoting the use of oracy as a vehicle for learning.</p> <p>Annual Voice21 audit completed by the oracy leader to identify next steps to further embed oracy as a vehicle for learning across the curriculum.</p> <p>The school was successful in WEC Public Speaking Competition where the children had an opportunity to demonstrate their presentation speaking abilities.</p>	<p>Explore an alternate oracy hub to share best practice</p> <p>Explore further presentational/public speaking opportunities for the children.</p>

	presentational voice.	monitoring and supporting colleagues.			
		<p>Embed whole school approach to the teaching of tier two vocabulary to establish a progressive and effective approach to our pupils' language development.</p> <p>Additional tailored support for teaching staff identified through audit and development and reviewing of whole school vocabulary progressive planning.</p>		<p>In recognition of the importance of vocabulary as one of the integral strands of reading, the school has placed additional emphasis on the teaching of tier 2 words and strategies for deciphering unknown words.</p> <p>Informed by a range of research and in consultation with teaching staff, the school has selected and taught 88 carefully chosen tier 2 words across KS2 last year. Through additional teaching on morphology, pupils will on average be able to access 10 linked words for every tier 2 word taught.</p> <p>The school's vocabulary lead support new teaching staff and those identified through monitoring with embedding the teaching of tier 2 words within their lessons. This improved the effective of vocabulary delivery and improved retention of taught words within their classes.</p> <p>The whole school vocabulary plan, developed three years ago, was updated to align words carefully with curriculum themes.</p>	<p>Review whole school oracy plan and core strategies being taught through audit</p> <p>Develop vocabulary action plan</p>
To improve maths attainment for disadvantaged	KS2 maths outcomes for disadvantaged pupils are in line	Enhancement of our Maths teaching and curriculum planning, with additional emphasis		<p>The End of KS2 results from the school's pupils in receipt of pupil premium were well above those of local (+10%) and national comparisons (+8%).</p> <p style="text-align: center;">Percentage Achieving the Expected Standard</p>	Whole staff training on how to teach reasoning with

pupils at the end of KS2.	with or above local and national figures. Reduction in the gap between disadvantaged pupils' attainment in maths and that of non-disadvantaged pupils.	on the specific teaching of mental maths. Training for all teaching staff to ensure the fundamentals of mental maths are correctly taught in a well-sequenced manner. Emphasis on pre-teaching and prompt surgeries to support pupils identified from formative assessment. To ensure pupils are accurately identified for targeted support, the numeracy coordinators will quality assure assessments and ensure consistency across the school. Effective deployment of teaching staff to allow for reduced class sizes in year six, allowing for small pupil:teaching staff ratio increasing the		<table border="1"> <tr> <td></td> <td>School</td> <td>Local</td> <td>National¹</td> </tr> <tr> <td>Maths (SATs Test)</td> <td>66%</td> <td>56%</td> <td>58%</td> </tr> </table>		School	Local	National ¹	Maths (SATs Test)	66%	56%	58%	an emphasis on bar modelling. Clear and effective procedure for surgeries to address gaps identified within lessons.
					School	Local	National ¹						
Maths (SATs Test)	66%	56%	58%										
<p>The emphasis on mental maths skills, carefully sequenced learning and greater prominence on the school timetable have no doubt contributed to this improving picture.</p> <p>The percentage of all pupils nationally reaching the expected standard remained 73% as in 2023. The school's pupil premium was only 7% below this figure which was considerably stronger compared to national figures.</p> <p>As with national data, strong arithmetic scores supported the above national results with an average score of 28/40. However, the pupil premium pupils' performance in the reasoning papers was not as consistent as desired.</p> <table border="1"> <tr> <td></td> <td colspan="3">Percentage Achieving the Above the Expected Standard</td> </tr> <tr> <td></td> <td>School</td> <td>Local</td> <td>National</td> </tr> <tr> <td>Maths (SATs Test)</td> <td>11%</td> <td>10%</td> <td>9%</td> </tr> </table> <p>The percentage of pupil premium pupils achieving above the expected standard fell slightly compared to 2023 results (-1%) but remained above local figures. Whole school training on providing greater depth opportunities within every lesson has certainly contributed to the school performing above local comparisons.</p> <table border="1"> <tr> <td>Disadvantaged Gap</td> </tr> </table>		Percentage Achieving the Above the Expected Standard				School	Local	National	Maths (SATs Test)	11%	10%	9%	Disadvantaged Gap
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		opportunity for timely learning feedback.		<table border="1"> <thead> <tr> <th></th> <th>School</th> <th>Local</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Maths (SATs Test)</td> <td>10%</td> <td>17%</td> <td>15%</td> </tr> </tbody> </table> <p>The maths disadvantaged gap at the school was below that of local comparison data and continued the positive 2 year trend decreasing by 3% from the 2023 gap. The additional opportunities for after-school tuition, reduction in teacher child ratio in year six and carefully targeted maths provision throughout KS2 have all contributed to keeping the gap low.</p> <p>The disadvantaged gap since 2011 has been used to monitor the improvement of pupil premium pupils against their peers. The gap had been reducing year on year up to 2018 but 2022 SATs results as well as multiple studies, some predating the beginning of the pandemic, suggest the gap is widening.</p>		School	Local	National	Maths (SATs Test)	10%	17%	15%					
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To improve reading attainment among disadvantaged pupils.	KS2 reading outcomes for disadvantaged pupils are in line with or above local and national figures. Reduction in the gap between disadvantaged pupils' attainment in reading and that of	Enhancement of our reading teaching and curriculum planning, with additional emphasis on the lowest attaining 20% of whom a significant number are disadvantaged pupils. Ensuring that reading teaching matches disadvantaged pupils' learning priorities, including tailored, smaller groups for pupils working below and		<p>The End of KS2 reading results from the school's pupil premium children were very strong and well above local figures (+13%). The results were also a considerable improvement from the 2023 results (+14%).</p> <table border="1"> <thead> <tr> <th colspan="4">Percentage of PP Achieving the Expected Standard</th> </tr> <tr> <th></th> <th>School</th> <th>Local</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Reading (SATs Test)</td> <td>74%</td> <td>61%</td> <td>53%</td> </tr> </tbody> </table> <p>The school's literacy spine prioritises the use of novels and animations as a vehicle for the children's learning. This approach has improved engagement from the pupils and, through carefully designed tasks and targeted support</p>	Percentage of PP Achieving the Expected Standard					School	Local	National	Reading (SATs Test)	74%	61%	53%	Continue to promote reading at home through area and whole school initiatives
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	<p>non-disadvantaged pupils.</p> <p>Lower attaining disadvantaged pupils receive tailored learning to their reading priority.</p>	<p>towards the expected standard and additional 1-1 and group reading sessions, including the use of reciprocal reading.</p> <p>To ensure pupils are accurately identified for targeted support, the literacy coordinators will quality assure assessments and ensure consistency across the school.</p> <p>Adapting literacy planning to have a greater emphasis on whole class texts.</p> <p>Effective deployment of teaching staff to allow for reduced class sizes in year six, allowing for small pupil : teaching staff ratio increasing the opportunity for timely learning feedback.</p>		<p>where required, has contributed to consistent end of KS2 results.</p> <p>The importance of reading is evident from its positioning on the School Development Plan. Reading for pleasure is a priority area especially for those pupils working within the lowest 20%. There has historically been a correlation between the school's pupil premium pupils and those on the SEN register - 48% of all the school's PP pupils are also on the SEN register. From the 2020-2024 cohort, 38% of all the SEN pupils were also in receipt of pupil premium. As can be seen from the figures below, the percentage of pupils who are both SEN and in receipt of pupil premium working at the expected standard is notably higher than that of local data.</p> <table border="1" data-bbox="1088 767 1861 1007"> <thead> <tr> <th colspan="4">Pupil Premium & SEN Percentage Achieving the Expected Standard</th> </tr> <tr> <th></th> <th>School</th> <th>Local</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Reading (SATs Test)</td> <td style="background-color: #76b82a;">36%</td> <td>32%</td> <td></td> </tr> </tbody> </table> <p>The percentage of pupil premium pupils working above the expected standard is higher than local (+10%). Which is attributed to the rich texts included in our literacy spine and the culture of reading embedded within our school.</p> <table border="1" data-bbox="1088 1225 1861 1374"> <thead> <tr> <th colspan="4">Percentage Achieving the Above the Expected Standard</th> </tr> <tr> <th></th> <th>School</th> <th>Local</th> <th>National</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Pupil Premium & SEN Percentage Achieving the Expected Standard					School	Local	National	Reading (SATs Test)	36%	32%		Percentage Achieving the Above the Expected Standard					School	Local	National					
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To improve writing attainment among disadvantaged pupils	KS2 writing outcomes for disadvantaged pupils are in line with or above local	Enhancement of our writing teaching and curriculum planning, with additional emphasis on modelled writing,		<p>The End of KS2 writing results from the school's pupil premium children were very strong and well above local figures (+13%).</p> <table border="1"> <tr> <td>Percentage Achieving the Expected Standard</td> </tr> </table>	Percentage Achieving the Expected Standard	Continue to embed new spelling scheme															
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	<p>and national figures.</p> <p>Reduction in the gap between disadvantaged pupils' attainment in writing and that of non-disadvantaged pupils.</p> <p>Levels of writing fluency improve in our lowest attaining writers from explicit teaching of fundamental skills.</p>	<p>planning and editing skills.</p> <p>To ensure pupils are accurately identified for targeted support, the literacy coordinators will quality assure assessments and ensure consistency across the school.</p> <p>Embed literature spines across the school to best utilise rich and engaging texts as a stimuli for writing.</p> <p>Training for all teaching staff use of teacher modelling as well as pupil's use of planning and editing within their writing supported by a clear progression of skills map.</p> <p>Consistent whole school approach to transcription skills ensures pupils have developed a level of accuracy and automaticity in upper</p>		<table border="1" data-bbox="1088 153 1861 347"> <thead> <tr> <th></th> <th>School</th> <th>Local</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Writing (Teacher Assessment)</td> <td>63%</td> <td>50%</td> <td>64%</td> </tr> </tbody> </table> <p>The writing disadvantaged gap was lower than local comparisons (-5%). This was a considerable improvement from the 2023 disadvantaged gap of 19%. The disadvantaged gap from internal data also saw a reduction of 2.5% over the course of the academic year.</p> <table border="1" data-bbox="1088 560 1861 818"> <thead> <tr> <th colspan="4">Disadvantaged Gap</th> </tr> <tr> <th></th> <th>School</th> <th>Local</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Writing (Teacher Assessment)</td> <td>11%</td> <td>16%</td> <td>8%</td> </tr> </tbody> </table> <p>Careful identification of pupils working below the expected standard and focused guided writing group work on specific gaps in learning have helped move children closer to the age expected standard. This has been further compounded by whole staff training with an additional focus for the Early Career Teachers.</p> <p>An area where the school has compared less favourably to local/national figures is the percentage of children working above the expected standard. However, this year, the school saw a strong improvement in the number of pupils reaching the highest standard (+10% higher than local comparisons).</p> <table border="1" data-bbox="1088 1278 1861 1366"> <thead> <tr> <th>Percentage Achieving the Above the Expected Standard</th> </tr> </thead> </table>		School	Local	National	Writing (Teacher Assessment)	63%	50%	64%	Disadvantaged Gap					School	Local	National	Writing (Teacher Assessment)	11%	16%	8%	Percentage Achieving the Above the Expected Standard	
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		KS2 to allow them to focus on the higher-level processes of composition.			School	Local	National	
				Writing (Teacher Assessment)	14%	4%	8%	

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

Budgeted cost: £37,771 + (£19,865 Recovery Premium) = £57,636

Intended outcome	Success criteria	Activity		Impact Evidence	Next Steps												
<p>To improve reading, writing and maths attainment among disadvantaged pupils.</p> <p>To improve learning to learn skills amongst targeted pupils.</p>	<p>KS2 reading, writing and maths outcomes for disadvantaged pupils is above national comparisons.</p> <p>Progress of disadvantaged pupils receiving coaching is stronger than non-disadvantaged pupils.</p>	<p>Disadvantaged pupils receive 1-1 pupil premium coaching with either a learning to learn skills focus or a core skill target. Coaching targets are set termly through discussion between the pupil and their class teacher and weekly sessions with class teaching assistants to support pupil's development. These coaching sessions allow pupils to receive</p>		<p>A key component of our pupil premium strategy is the use of targeted pupil premium coaching across the school. Targeted coaching is delivered to every pupil in receipt of premium pupils across the school, focusing either on relevant academic targets or on learning to learn skills. Targets are set through a structured coaching conversation between the teacher and pupil. Targets are focused on the pupils' areas of development and are regularly updated throughout the year. The school's pupil premium lead has worked closely with teachers to ensure targets are closely matched to the pupils' needs and that procedures for reviewing and updating targets are in place.</p> <table border="1"> <thead> <tr> <th colspan="4">Percentage of Pupil Premium Pupils making Expected or Accelerated Progress over the academic year.</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>96%</td> <td>65%</td> <td>78%</td> </tr> </tbody> </table>	Percentage of Pupil Premium Pupils making Expected or Accelerated Progress over the academic year.					Reading	Writing	Maths	Year 3	96%	65%	78%	<p>Redesign the targeted support approach with a clear and effective surgery approach delivered on a group basis</p>
Percentage of Pupil Premium Pupils making Expected or Accelerated Progress over the academic year.																	
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		<p>high quality feedback and tailored additional teaching.</p> <p>Funding to release class teachers for termly target setting and review and additional training for targeted teaching assistants.</p>		<table border="1" data-bbox="1086 156 1870 316"> <tr> <td>Year 4</td> <td>86%</td> <td>61%</td> <td>92%</td> </tr> <tr> <td>Year 5</td> <td>83%</td> <td>71%</td> <td>71%</td> </tr> <tr> <td>Year 6</td> <td>79%</td> <td>82%</td> <td>61%</td> </tr> </table> <p>The table above shows the percentage of pupil premium pupils making expected or accelerated progress over the year. Reading progress is strongest while reading, especially in lower school, is an area of focus.</p> <p>Coaching sessions were delivered up to weekly by the pupil's teaching assistant. To help ensure consistent and impactful coaching all teaching assistants were provided with training and quality assurance from the pupil premium lead.</p> <p>The end of KS2 pupil premium results were favourable but this has not transferred as effectively as would be desired to internal data.</p> <table border="1" data-bbox="1086 778 1839 1225"> <thead> <tr> <th colspan="4">Percentage of Pupil Premium Achieving the Expected Standard</th> </tr> <tr> <th></th> <th>School</th> <th>Local (Reading)</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>74%</td> <td>61%</td> <td>53%</td> </tr> <tr> <td>Writing</td> <td>63%</td> <td>50%</td> <td>64%</td> </tr> <tr> <td>Maths</td> <td>66%</td> <td>56%</td> <td>58%</td> </tr> <tr> <td>Reading, Writing & Maths Combined</td> <td>51%</td> <td>40%</td> <td>39%</td> </tr> </tbody> </table> <p>The use of 1-1 pupil premium coaching has proven inconsistent in having a positive impact on progress and therefore the decision has been made to adapt the approach for the 2024/25 academic year.</p>	Year 4	86%	61%	92%	Year 5	83%	71%	71%	Year 6	79%	82%	61%	Percentage of Pupil Premium Achieving the Expected Standard					School	Local (Reading)	National	Reading	74%	61%	53%	Writing	63%	50%	64%	Maths	66%	56%	58%	Reading, Writing & Maths Combined	51%	40%	39%	
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To reduce number of pupils in upper KS2 on phonics

Assessments show a year on year reduction in the % of pupils requiring phonics over KS2.

Dedicated **phonics** teaching assistants in lower and upper key stage two, delivering tailored phonics teaching for reading and spelling to targeted pupils.
Purchase additional phonics resources and books to support in school teaching and materials for pupils to use at home.



The school understands the need of explicit and systematic phonics teaching matched to the needs of pupils across the school. Through regular and accurate assessment and well-pitched, focused interventions, **over 35% of pupils across the school receiving phonics interventions gained proficiency**. Last year 25% of pupils completed the programme so this is a considerable improvement and a positive step towards the overall aim of having no pupils in upper school requiring phonics teaching.

Number of pupils receiving Phonics interventions for reading or spelling across KS2 whole school			
	Autumn 2023	Summer 2024	Difference
Reading Phonics	48	31	-17
Spelling Phonics	48	31	-17
Total receiving Phonics	96	62	-34

Further training for lower school teachers to support the teaching of phonics spellings groups and providing support during literacy sessions has helped pupils to consolidate their understanding.

The breakdown by year group shows that all year 6 pupils gained competency in phonics reading and spelling by the end KS2 with the target to have no pupils in upper school requiring phonics teaching by the end of each academic year.

Number of pupils receiving Phonics interventions for Reading across KS2 by year group			
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To improve the outcomes for disadvantaged pupils through targeted	KS2 reading, writing and maths outcomes for disadvantaged pupils is above	Analyse assessments and use the subsequent data to establish high quality tuition for targeted disadvantaged pupils falling behind national		<p>The school chose to use school-led tuition as our primary source for high quality tuition, utilising the nine trained TA and three classroom teachers to deliver the maximum 1,140 hours of tuition over the academic year.</p> <table border="1"> <thead> <tr> <th>School Led Tuition Overview 2023/24</th> </tr> </thead> <tbody> <tr> <td> </td> </tr> </tbody> </table>	School Led Tuition Overview 2023/24		Funding for the National Tuition Programme has ended																																											
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<p>high-quality tuition.</p>	<p>national comparisons.</p> <p>Reduction in number of pupils working outside age appropriate expectations.</p> <p>Progress of disadvantaged pupils receiving tuition is stronger than those not receiving tuition.</p>	<p>expectations delivered through a 1-1 or small group approach. The school has selected the school-led tuition route with sessions being delivered outside of school hours to avoid affecting disadvantaged pupils' access to the wider curriculum by trained school staff.</p> <p>As a result of the high numbers of disadvantaged pupils receiving Third Space Learning tuition (alongside high quality feedback and in-school surgeries) and making accelerated progress learning last year, we will continue to use bespoke individual tuition this academic year in upper key stage two.</p> <p>Review whole school approach to assessment to ensure</p>		<table border="1" data-bbox="1093 156 1854 387"> <thead> <tr> <th></th> <th>N° of Pupils receiving tuition</th> <th>N° of hours of tuition delivered</th> <th>N° of tuition groups</th> <th>N° of pupils tutored</th> <th>N° of hours delivered</th> </tr> </thead> <tbody> <tr> <td>Spring</td> <td rowspan="2">76</td> <td rowspan="2">1,140</td> <td>5</td> <td>25</td> <td>375</td> </tr> <tr> <td>Summer</td> <td>12</td> <td>51</td> <td>765</td> </tr> </tbody> </table> <p>Allocation of School-led tuition has been driven by assessment and has been a collaborative process between the classroom teachers and school-based tutors. This has allowed us to tailor the provision carefully and respond to how the children are performing in the classroom.</p> <table border="1" data-bbox="1093 587 1865 802"> <thead> <tr> <th colspan="4">Progress of pupils receiving Tuition over the academic year</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Expected Progress</td> <td>91%</td> <td>83%</td> <td>91%</td> </tr> <tr> <td>Accelerated Progress</td> <td>17%</td> <td>28%</td> <td>15%</td> </tr> </tbody> </table> <p>The data above shows the combined progress data of all pupils receiving school-led tuition. Pupils were selected by teachers in consultation with the pupil premium lead, focusing on disadvantaged pupils whose attainment had fallen back.</p> <table border="1" data-bbox="1093 1002 1865 1337"> <thead> <tr> <th colspan="4">Percentage Progress Gap between those receiving and not receiving tuition</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Year 4</td> <td>+8%</td> <td>+13%</td> <td>+14%</td> </tr> <tr> <td>Year 5</td> <td>+19%</td> <td>+2%</td> <td>+17%</td> </tr> <tr> <td>Year 6</td> <td>+4%</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table> <p>There is a clear correlation between improved progress and tuition which can be seen from the data above. The</p>		N° of Pupils receiving tuition	N° of hours of tuition delivered	N° of tuition groups	N° of pupils tutored	N° of hours delivered	Spring	76	1,140	5	25	375	Summer	12	51	765	Progress of pupils receiving Tuition over the academic year					Reading	Writing	Maths	Expected Progress	91%	83%	91%	Accelerated Progress	17%	28%	15%	Percentage Progress Gap between those receiving and not receiving tuition					Reading	Writing	Maths	Year 4	+8%	+13%	+14%	Year 5	+19%	+2%	+17%	Year 6	+4%	0%	0%	<p>Continue highly effect Y6 booster sessions</p>
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		clarity and consistency amongst teaching staff.		percentage of pupils making expected or accelerated progress, especially in writing, was higher with tuition.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £14,174

Intended outcome	Success criteria	Activity		Impact Evidence	Next Steps																												
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Good disadvantaged pupil attendance in line with or above national figures.</p> <p>A reduction in the % of disadvantaged pupils who are persistently absent in comparison with previous academic year.</p> <p>Attendance gap between disadvantaged and non-disadvantaged pupils reduced compared to previous year.</p>	<p>Improve attendance of targeted disadvantaged pupils through regular parent liaison by school pastoral worker, collaboration with Educational Welfare Officer, regular attendance review meetings, termly attendance challenges, setting of individual targets and pupil self-registration, alongside embedding the principles laid out in 'Improving School Attendance'.</p>		<p>Following the 'Working together to improve school attendance' guidance (2022), the school updated our attendance policy and raised the profile of attendance amongst parents.</p> <p>The table below illustrates the three-year trend, following the pandemic, of broadly increased disadvantaged attendance.</p> <table border="1"> <thead> <tr> <th colspan="4">Pupil Premium Pupil Attendance 3 Year Trend</th> </tr> <tr> <th></th> <th>2021/22</th> <th>2022/23</th> <th>2023/24</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>93.9</td> <td>92.9</td> <td>94.1</td> </tr> <tr> <td>Year 4</td> <td>92.4</td> <td>93.2</td> <td>92.8</td> </tr> <tr> <td>Year 5</td> <td>93.1</td> <td>93.2</td> <td>92.4</td> </tr> <tr> <td>Year 6</td> <td>90.7</td> <td>92.6</td> <td>92.6</td> </tr> <tr> <td>All</td> <td>92.5</td> <td>93.0</td> <td>92.9 (-0.1)</td> </tr> </tbody> </table> <p>The attendance gap for pupil premium pupils compared to non-disadvantaged pupils has increased this year with PP pupils attendance falling by high a percent from 22/23.</p>	Pupil Premium Pupil Attendance 3 Year Trend					2021/22	2022/23	2023/24	Year 3	93.9	92.9	94.1	Year 4	92.4	93.2	92.8	Year 5	93.1	93.2	92.4	Year 6	90.7	92.6	92.6	All	92.5	93.0	92.9 (-0.1)	<p>Focus on persistent absence families for family worker</p> <p>Engage with ASW to support families to improve regular school attendance.</p>
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Attendance 3 Year Trend			
Disadvantaged Gap			
	2021/22	2022/23	2023/24
PP	92.5	93.0	92.9
Non-PP	94.7	95.7	95.7
Gap	-2.2	-1.7	-2.7

The school's resident pastoral worker works closely with families where attendance is a concern and helps to formulate action plans to reverse any negative attendance trends.

Persistent Absence		
Percentage of pupils whose attendance falls below 90%		
	School Pupil Premium	School All Pupils
2023/24	24.8%	16.6%
2022/23	20.3%	17.1%
2021/22	26.6%	20.0%

The percentage of pupil premium pupils who were persistently absent during the academic year increased compared to 22/23 (+4.5%). The school has shared clear guidance of school actions with parents and the continued raised profile of attendance and punctuality within the school.

The school's pupil premium pupils' attendance was considerably stronger than national comparisons for the academic year. 3.3% higher for PP pupils and 1.8% higher for all pupils.

National Attendance Comparison

				<table border="1"> <thead> <tr> <th></th> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>All pupils</td> <td>94.6%</td> <td>92.8%</td> </tr> <tr> <td>Disadvantaged pupils</td> <td>92.2%</td> <td>88.9%</td> </tr> </tbody> </table>		School	National	All pupils	94.6%	92.8%	Disadvantaged pupils	92.2%	88.9%																
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<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by a reduction in % of disadvantaged pupils recorded as displaying negative behaviour.</p> <p>An increase in the % of disadvantaged pupils participating in enrichment activities, such as school groups and extra-curricular activities.</p> <p>Qualitative data from student voice, student and parent surveys and teacher observations.</p>	<p>Continue to provide bespoke support through the Emotional Literacy Support Assistant Programme for pupils identified through behaviour data and staff observations, offering targeted support in numerous areas including anxiety, regulating emotions and friendships.</p> <p>Funding for training ELSAs and cover to attend sharing sessions to support professional development.</p>		<p>The school's four emotional literacy support assistants provided support to sixteen pupils over the year, identified by the family pastoral worker in consultation with teaching staff and external professionals. The sessions were delivered in a 1:1 or small group environment depending on the level of need.</p> <table border="1"> <thead> <tr> <th colspan="3">ELSA Support Overview</th> </tr> <tr> <th>ELSA Focus</th> <th>% of sessions</th> <th>Provider</th> </tr> </thead> <tbody> <tr> <td>Social Skills</td> <td>32%</td> <td>ELSA</td> </tr> <tr> <td>Behaviour Self-regulation</td> <td>6%</td> <td>ELSA</td> </tr> <tr> <td>Anxiety</td> <td>38%</td> <td>ELSA/Mental Health Support Team</td> </tr> <tr> <td>Anger Management</td> <td>6%</td> <td>ELSA/Mental Health Support Team</td> </tr> <tr> <td>Transition</td> <td>12%</td> <td>ELSA</td> </tr> <tr> <td>Healthy Relationships</td> <td>6%</td> <td>ELSA</td> </tr> </tbody> </table> <p>The ELSAs in each area also had regular check-in sessions with children on the fringe of requiring structure intervention to monitor and support on a day to day basis.</p>	ELSA Support Overview			ELSA Focus	% of sessions	Provider	Social Skills	32%	ELSA	Behaviour Self-regulation	6%	ELSA	Anxiety	38%	ELSA/Mental Health Support Team	Anger Management	6%	ELSA/Mental Health Support Team	Transition	12%	ELSA	Healthy Relationships	6%	ELSA	
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			<p>Two therapeutic writing sessions were also run at the school for identified pupils and the school also sought advice from the mental health support team surgeries to further support those pupils receiving ELSA support.</p> <p>Behaviour data shows an increase in the number of internal suspensions; however, suspensions numbers on the whole are low compared to national statistics. The school had have had no permanent exclusions for the past 5 years.</p> <p>Permanent Exclusions, Suspensions and Internal Exclusion</p> <table border="1"> <caption>Permanent Exclusions, Suspensions and Internal Exclusion</caption> <thead> <tr> <th>Year</th> <th>Permanent Exclusions</th> <th>Suspensions</th> <th>Internal Exclusion</th> </tr> </thead> <tbody> <tr> <td>2019/20</td> <td>0</td> <td>1</td> <td>1</td> </tr> <tr> <td>2020/21</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>2021/22</td> <td>0</td> <td>0</td> <td>2</td> </tr> <tr> <td>2022/23</td> <td>0</td> <td>0</td> <td>2</td> </tr> <tr> <td>2023/24</td> <td>0</td> <td>1</td> <td>3</td> </tr> </tbody> </table>	Year	Permanent Exclusions	Suspensions	Internal Exclusion	2019/20	0	1	1	2020/21	0	0	1	2021/22	0	0	2	2022/23	0	0	2	2023/24	0	1	3	
Year	Permanent Exclusions	Suspensions	Internal Exclusion																									
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		<p>Support the wellbeing of pupils by initiatives to promote a healthy and active lifestyle lead by the school's Health & Fitness Team.</p>	<p>After a successful trial run in 2022/2023, all sporting extra-curricular clubs were free to <u>all</u> pupils. This resulted in over 1,000 club places being attended over the course of the academic year. Fully-funded disadvantaged spaces were provided in all non-sporting clubs with allocation targeted to disengaged pupils or those new to clubs. 283 of the club places attended, were attended by our pupil premium pupils.</p>	<p>Promoting healthy snacks</p>																								

Targeting disengaged pupils for funded spaces in sporting clubs.

Pupil Premium Attendance at After School Clubs			
	Sporting After School Club	Non-Sport After School Club	Combined
Number of PP Pupils Attending	211	72	283
% of All PP Pupils Attending	154%	53%	207%

The school uses 'School Groups' to encourage pupils to demonstrate responsibility and community spirit beyond their classroom. 108 pupils (30%) of pupils were involved in school groups of whom just under a quarter were pupil premium pupils.

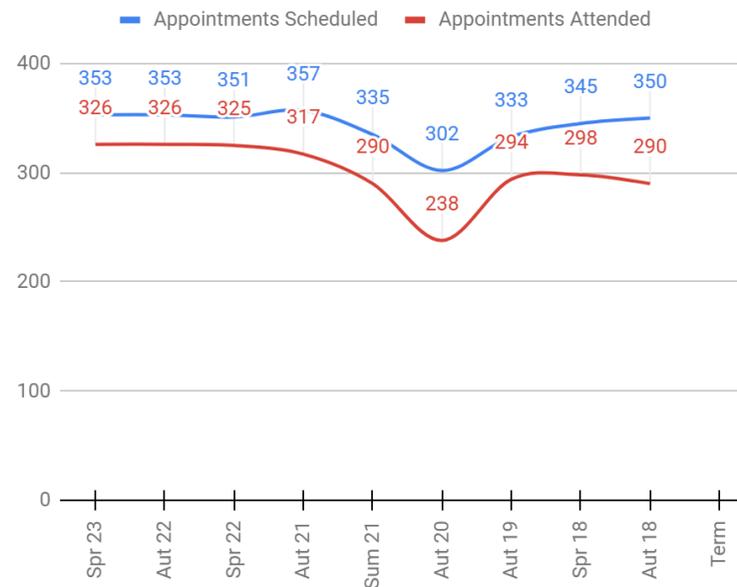
185 pupils had the opportunity to represent the school in sporting competition during the school year, which is well over half the school. 40% of the pupils given the opportunity to represent the school were those in receipt of pupil premium funding, a 2% increase from 23/24 and over the proportion of PP pupils in the school.

37% of the pupils said they have taken part in an opportunity beyond the classroom this academic year in our school survey, with 33% saying they regularly took the opportunity to have a positive impact on the school in this manner.

The school promoted a healthy snack initiative through Autumn Term, with fruit and vegetables being provided free

				of charge to all pupils within the school. The pupils responded positively to receiving the healthy snack but it did appear to have a noticeable lasting impact on the healthiness of snacks pupils brought in once the initiative had ended.	
To support parental engagement of disadvantaged pupils.	<p>Pastoral support worker to work directly with parents to bolster a partnership between home and school.</p> <p>To engage at least 50% of parents in learning related workshops, focusing primarily on learning at home.</p> <p>To engage at least 80% of parents in school events where parents are invited into school.</p> <p>Maintain a high % of disadvantaged parents attending parent consultation appointments.</p>	<p>Increase engagement in wider school life to improve 'buy in'.</p> <p>Funded disadvantaged places in extracurricular clubs every term to increase participation outside of the school day.</p> <p>Targeted places in inter-school sporting competitions for disadvantaged pupils.</p> <p>Increase number of school groups available, enabling pupils to make a positive impact on their school.</p> <p>Funded or discounted places on school trips and residential visits.</p> <p>Purchase of equipment and uniform.</p>		<p>120 parents/carers attended reading, times table and online safety workshops in the Autumn and Spring term learning how to best support their child at home. This is over a third of the parents/carers at the school. These sessions were led by our literacy and numeracy teams and provided parents with not only essential guidance but with resources they could take away and use at home.</p> <p>An incredible 389 parents/carers attended our 3 parent afternoons over the course of the year with 40% of those attending being PP families. Parent afternoons focusing on two curriculum areas (DT and Science) and the annual Christmas Craft afternoon brought in huge numbers of parents/carers – many of whom attended curriculum-focused workshops promoted at these afternoons.</p> <p>Parent consultations demonstrated excellent parental engagement and maintained the consistently good engagement post-pandemic.</p>	

Number of Appointments Scheduled and Attended



99% of parents/carers booked a consultation with their child's teacher and 93% of these were attended. Teachers used this opportunity to outcome progress made by disadvantaged pupils and areas of development for the year going forward.

The schools dedicated pastoral worker has been directly involved with more than 40 families and offered additional support to many more, including focused parent workshops such as the sleep problems and the Sensory Massage/Neuro differences sessions.

Total budgeted cost: £237,402.50