

# Pupil premium strategy statement

## Impact Review July 2025

### Geoffrey Field Junior School

This report details our school's use of pupil premium (and recovery premium) funding and the impact it has had in tackling our disadvantaged pupils' barriers.

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£209,520 <b>£196,840</b>
Recovery premium funding allocation this academic year	£17,690 <b>£0</b>
National Tuition Programme funding allocation this academic year	£10,192.50 <b>£0</b>
<b>Total budget for this academic year</b>	<b>£237,402.50</b>
<i>National Tuition Programme and Recovery Premium concluded in 2023/24 so no additional funding for 2024/25</i>	<b>£196,840.00</b>

## 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: £110,616

Barrier	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 <b>oracy</b> 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 <b>vocabulary</b> 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 use 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 <b>Maths</b> teaching and curriculum planning, with additional emphasis		The End of KS2 results from the school's pupils in receipt of pupil premium were well above those of local (+19%) and national comparisons (+13%).	Implement new math scheme with greater emphasis on

<p>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>on the specific teaching of mental maths.</p> <p>Training for all teaching staff to ensure the fundamentals of mental maths are correctly taught in a well-sequenced manner.</p> <p>Emphasis on pre-teaching and prompt surgeries to support pupils identified from formative assessment.</p> <p>To ensure pupils are accurately identified for targeted support, the numeracy coordinators will quality assure assessments and ensure consistency across the school.</p> <p><a href="#">Improve the quality and consistency of the teaching of reasoning and problem solving, with a focus on the use of bar modelling.</a></p>		<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="4">Percentage Achieving the Expected Standard</th> </tr> <tr> <th></th> <th>School</th> <th>Local</th> <th>National<sup>1</sup></th> </tr> </thead> <tbody> <tr> <td>Maths (SATs Test)</td> <td>74%</td> <td>55%</td> <td>61%</td> </tr> </tbody> </table> <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 rose 8% from 2024.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th colspan="3">Percentage Achieving the <b>Above</b> the Expected Standard</th> </tr> <tr> <th></th> <th>School</th> <th>Local</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Maths (SATs Test)</td> <td>31%</td> <td>16%</td> <td>15%</td> </tr> </tbody> </table> <p>The percentage of pupil premium pupils achieving above the expected standard rose considerably against 2024 results (+20%). The proportion of disadvantaged pupils achieving greater depth was well above local (+15%) and national (+16%) averages. 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" style="width: 100%; text-align: center;"> <tr> <td>Disadvantaged Gap</td> </tr> </table>	Percentage Achieving the Expected Standard					School	Local	National <sup>1</sup>	Maths (SATs Test)	74%	55%	61%		Percentage Achieving the <b>Above</b> the Expected Standard				School	Local	National	Maths (SATs Test)	31%	16%	15%	Disadvantaged Gap	<p>conceptual understanding</p> <p>Implement a new prior and post assessment software to allow for greater gap analysis and progress tracking.</p>
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<sup>1</sup> The revised official DfE figures will be available from December 2025.

		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.		<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>-9%</td> <td>-25%</td> <td>-19%</td> </tr> </tbody> </table> <p>The maths disadvantaged gap at the school was below that of local comparison data and continuing a positive 3 year trend decreasing by 4% since the 2023 gap.</p> <p>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>		School	Local	National	Maths (SATs Test)	-9%	-25%	-19%					
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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</p>	<p>Enhancement of our <b>reading</b> teaching and curriculum planning, with additional emphasis on the lowest attaining 20% of whom a significant number are disadvantaged pupils.</p> <p>Ensuring that reading teaching matches disadvantaged pupils' learning priorities, including tailored, smaller groups for pupils working below and towards the expected standard and additional 1-1 and group reading</p>		<p>The End of KS2 reading results from the school's pupil premium children were in line with national averages and above local figures (+4%). The results were down on 2024 results.</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>63%</td> <td>59%</td> <td>63%</td> </tr> </tbody> </table> <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. From the 2021-2025 cohort, 57% of all the</p>	Percentage of PP Achieving the Expected Standard					School	Local	National	Reading (SATs Test)	63%	59%	63%	Continue to promote reading at home through area and whole school initiatives
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	<p>tailored learning to their reading priority.</p>	<p>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>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 357 1861 596"> <thead> <tr> <th colspan="4">Pupil Premium &amp; 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>54%</td> <td>31%</td> <td></td> </tr> </tbody> </table> <p>The percentage of pupil premium pupils working above the expected standard is lower than local (-5%) and national (-4%) results.</p> <table border="1" data-bbox="1088 778 1861 1018"> <thead> <tr> <th colspan="4">Percentage Achieving the <b>Above</b> 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>17%</td> <td>22%</td> <td>21%</td> </tr> </tbody> </table> <p>The reading disadvantaged gap was considerably below local comparisons (-8%) and national (-5%).</p> <table border="1" data-bbox="1088 1161 1861 1369"> <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>Reading (SATs Test)</td> <td>-13%</td> <td>-21%</td> <td>-18%</td> </tr> </tbody> </table>	Pupil Premium & SEN Percentage Achieving the Expected Standard					School	Local	National	Reading (SATs Test)	54%	31%		Percentage Achieving the <b>Above</b> the Expected Standard					School	Local	National	Reading (SATs Test)	17%	22%	21%	Disadvantaged Gap					School	Local	National	Reading (SATs Test)	-13%	-21%	-18%	
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				<p>Evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures. With this in mind, the school has placed an emphasis on encouraging children to read regularly at home.</p> <p>Data demonstrates a year on year increase across the school in number of reads over the past three years, with pupil premium pupils reading on average 87 times over the year.</p>																									
<p>To improve <b>writing</b> 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</p>	<p>Enhancement of our <b>writing</b> teaching and curriculum planning, with additional emphasis on modelled writing, 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</p>		<p>The End of KS2 writing results from the school's pupil premium children fell compared to 2024 and dipped below local (-5%) and national (-8%) figures. This reflects internal data where the percentage of PP pupils working at the expected standard in writing is on average 45%.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="4">Percentage Achieving the Expected Standard</th> </tr> <tr> <th></th> <th>School</th> <th>Local</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>51%</td> <td>56%</td> <td>59%</td> </tr> </tbody> </table> <p>The proportion of PP children achieving above the expected standard was above local (+9%) and national (+7%) comparisons. This is not a trend that is replicated through internal data.</p> <table border="1" style="width: 100%; text-align: center;"> <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>	Percentage Achieving the Expected Standard					School	Local	National	Writing	51%	56%	59%	Percentage Achieving the Above the Expected Standard					School	Local	National					<p>To ensure clear sequencing in the planning of English lessons so that children are clear on what they are learning and why (SDP 2.1)</p> <p>All children have a secure understanding of how to apply the grammatical features required for their year</p>
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	<p>from explicit teaching of fundamental skills.</p>	<p>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 KS2 to allow them to focus on the higher-level processes of composition.</p>		<table border="1"> <tr> <td>Writing</td> <td>14%</td> <td>5%</td> <td>7%</td> </tr> </table>	Writing	14%	5%	7%				<p>group or stage (SDP 2.2)</p> <p>The writing disadvantaged gap was larger than local (-8%) and national (7%) comparisons, rising considerably from the 11% 2024 gap. The disadvantaged gap from internal data also rose over the academic year by 5%.</p> <table border="1"> <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</td> <td>-26%</td> <td>-18%</td> <td>19%</td> </tr> </tbody> </table> <p>Writing, especially that of our disadvantaged pupils, is a priority of our school development plan. Training and a review of lesson sequencing is planned for Autumn 2025 to ensure that skills are taught, practised and applied in an effective manner across all units.</p> <p>An indicator of change could be taken from the improved spelling, punctuation and grammar SATs results, where PP pupils performed stronger than local and national comparisons. An improvement of 14% compared to 2024 results. The emphasis will be the effective application of these grammatical skills into their writing combined with accurate assessment.</p>	Disadvantaged Gap					School	Local	National	Writing	-26%	-18%	19%
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £74,689

Intended outcome	Success criteria	Activity		Impact Evidence	Next Steps																																				
<p>To ensure that highly targeted intervention surgeries and pre-teaching allows pupils to 'keep up' rather than just 'catch up'.</p> <p>To provide targeted interventions tackling fundamental learning gaps.</p>	<p>PP pupils working outside of their year group expectations will make accelerated progress.</p> <p>PP vs Non-PP attainment gap decreases.</p> <p>Pupils fundamental skills are improved through highly-targeted teaching.</p>	<p>Highly targeted intervention surgeries and pre-teaching responding to learning in core subjects to help address fundamental gaps in learning from previous years and help children to consolidate their new learning.</p> <p>CPD for staff at all levels to support accurate identification of children requiring interventions and effective delivery.</p> <p>Review teaching assistant deployment to maximise their time supporting pupils across year groups.</p>		<p><b>Maths</b></p> <p>The proportion of PP pupils working at the expected standard improved by 5.5% over the academic year. These were children on the borderline of being secure who regularly received highly-targeted dynamic surgeries. This allowed learning gaps to be addressed swiftly enabling them to continue to build on understanding.</p> <table border="1"> <thead> <tr> <th colspan="6">PP Pupils working at the Expected Standard in Maths</th> </tr> <tr> <th></th> <th>Sum 24</th> <th>Aut 24</th> <th>Spr 25</th> <th>Sum 25</th> <th>+/-</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>56.0%</td> <td>53.6%</td> <td>59.2%</td> <td>61.5%</td> <td>5.5%</td> </tr> </tbody> </table> <p>The disadvantaged gap also closed to 8.3% a drop of 4.7% which when we consider the improvement in maths attainment of all pupils across the school is an impressive stat. This is well below national disadvantaged gap comparisons (19%).</p> <table border="1"> <thead> <tr> <th colspan="6">Disadvantaged GAP in Maths</th> </tr> <tr> <th></th> <th>Sum 24</th> <th>Aut 24</th> <th>Spr 25</th> <th>Sum 25</th> <th>+/-</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	PP Pupils working at the Expected Standard in Maths							Sum 24	Aut 24	Spr 25	Sum 25	+/-	ALL	56.0%	53.6%	59.2%	61.5%	5.5%	Disadvantaged GAP in Maths							Sum 24	Aut 24	Spr 25	Sum 25	+/-							<p>Review deployment of TAs in afternoon interventions that are linked closely to progress meetings.</p> <p>Expand foundational maths interventions and provide additional CPD.</p> <p>Continue to embed dynamic intervention practice and share best</p>
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2024	17.7	19.8	-2.1																								
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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 <b>phonics</b> 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		<p>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, the school has dramatically reduced the number of children requiring regular phonics teaching in reading/writing.</p> <table border="1"> <thead> <tr> <th colspan="5">Number of pupils receiving Phonics interventions for reading or spelling across KS2 whole school</th> </tr> <tr> <th></th> <th>Autumn</th> <th>Spring 2025</th> <th>Summer</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Number of pupils receiving Phonics interventions for reading or spelling across KS2 whole school						Autumn	Spring 2025	Summer	Difference						Continue to provide focused phonics interventions across the school.							
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		books to support in school teaching and materials for pupils to use at home.		<table border="1"> <thead> <tr> <th></th> <th>2024</th> <th></th> <th>2025</th> <th></th> </tr> </thead> <tbody> <tr> <td>Reading Phonics</td> <td>37</td> <td>14</td> <td>12</td> <td>-25</td> </tr> <tr> <td>Spelling Phonics</td> <td>37</td> <td>19</td> <td>12</td> <td>-25</td> </tr> <tr> <td><b>Total receiving Phonics</b></td> <td><b>74</b></td> <td><b>33</b></td> <td><b>24</b></td> <td><b>-50</b></td> </tr> </tbody> </table>		2024		2025		Reading Phonics	37	14	12	-25	Spelling Phonics	37	19	12	-25	<b>Total receiving Phonics</b>	<b>74</b>	<b>33</b>	<b>24</b>	<b>-50</b>		<p>Additional RWI CPD for all lower school teachers new to year group.</p> <p>Greater links between SALT and phonics</p>
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<b>Total receiving Phonics</b>	<b>74</b>	<b>33</b>	<b>24</b>	<b>-50</b>																						
<p>RWI CPD training was provided for our lower school teachers to support the teaching of phonics spellings groups and providing support during literacy sessions has helped pupils to consolidate their understanding.</p> <p>The breakdown by year group shows a significant drop due to numbers gaining competency in phonics reading. The aim to have no pupils still requiring phonics at the end KS2 was not possible due to exceptional needs in that year group. However, our aim will continue to be to have no pupils in upper KS2 still requiring phonics interventions for reading or spelling.</p>																										
<table border="1"> <thead> <tr> <th colspan="5">Number of pupils receiving Phonics interventions for Reading across KS2 by year group</th> </tr> <tr> <th></th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>Autumn Term 2024</td> <td>9</td> <td>15</td> <td>6</td> <td>7</td> </tr> </tbody> </table>				Number of pupils receiving Phonics interventions for Reading across KS2 by year group						Year 3	Year 4	Year 5	Year 6	Autumn Term 2024	9	15	6	7								
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				SummerTerm 2025	4	4	2	4	
				<b>Difference</b>	<b>-5</b>	<b>-11</b>	<b>-4</b>	<b>-3</b>	
<p>Research from the EEF indicates that phonics is more effective alongside a rich literacy environment. Alongside the school's emphasis on reading for pleasure, vocabulary and oracy, the updated literacy spines immerse the children in stimulating texts during their literacy and reading sessions, carefully sequenced across KS2.</p>									

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

Budgeted cost: £11,536

Intended outcome	Success criteria	Activity		Impact Evidence	Next Steps															
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Good disadvantaged pupil attendance in line with or above national figures. A reduction in the % of disadvantaged pupils who are persistently absent in comparison with previous academic year.	Improve <b>attendance</b> of targeted disadvantaged pupils through regular parent liaison by school pastoral worker, collaboration with Educational Welfare Officer, regular attendance review meetings, termly attendance challenges,		<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 four year trend at the school paints a positive picture of PP attendance at Geoffrey Field with the 24/25 attendance percentage the highest since the pandemic.</p> <table border="1" data-bbox="1093 1329 1899 1410"> <thead> <tr> <th colspan="5">Pupil Premium Pupil Attendance 4 Year Trend</th> </tr> <tr> <th></th> <th>2021/22</th> <th>2022/23</th> <th>2023/24</th> <th>2024/25</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Pupil Premium Pupil Attendance 4 Year Trend						2021/22	2022/23	2023/24	2024/25						<p>Focus on persistent absence families for family worker</p> <p>Engage with ASW to support families to improve</p>
Pupil Premium Pupil Attendance 4 Year Trend																				
	2021/22	2022/23	2023/24	2024/25																

	Attendance gap between disadvantaged and non-disadvantaged pupils reduced compared to previous year.	setting of individual targets and pupil self-registration, alongside embedding the principles laid out in 'Improving School Attendance'.		<table border="1"> <tr><td>Year 3</td><td>93.9</td><td>92.9</td><td>94.1</td><td>93.1%</td></tr> <tr><td>Year 4</td><td>92.4</td><td>93.2</td><td>92.8</td><td>94.2%</td></tr> <tr><td>Year 5</td><td>93.1</td><td>93.2</td><td>92.4</td><td>94.0%</td></tr> <tr><td>Year 6</td><td>90.7</td><td>92.6</td><td>92.6</td><td>93.1%</td></tr> <tr><td><b>All</b></td><td><b>92.5</b></td><td><b>93.0</b></td><td><b>92.9</b></td><td><b>93.8% (+0.9%)</b></td></tr> </table>	Year 3	93.9	92.9	94.1	93.1%	Year 4	92.4	93.2	92.8	94.2%	Year 5	93.1	93.2	92.4	94.0%	Year 6	90.7	92.6	92.6	93.1%	<b>All</b>	<b>92.5</b>	<b>93.0</b>	<b>92.9</b>	<b>93.8% (+0.9%)</b>	regular school attendance.  Bolster a sense of belonging for our pupils by building a stronger school offer.  Enrichment leads to specifically target disengaged PP pupils, especially those with falling attendance, to improve school 'buy-in'			
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<p>The attendance gap for pupil premium pupils compared to non-disadvantaged pupils decreased by 0.5% compared with 23/24 and, although above 22/23, overall percentages of both groups are stronger.</p>																																	
<table border="1"> <thead> <tr> <th colspan="5">Attendance 4 Year Trend</th> </tr> <tr> <th colspan="5">Disadvantaged Gap</th> </tr> <tr> <th></th> <th>2021/22</th> <th>2022/23</th> <th>2023/24</th> <th>2024/25</th> </tr> </thead> <tbody> <tr> <td><b>PP</b></td> <td>92.5</td> <td>93.0</td> <td>92.9</td> <td>93.8</td> </tr> <tr> <td><b>Non-PP</b></td> <td>94.7</td> <td>95.7</td> <td>95.7</td> <td>96.0</td> </tr> <tr> <td><b>Gap</b></td> <td>-2.2</td> <td>-1.7</td> <td>-2.7</td> <td>-2.2 (+0.5)</td> </tr> </tbody> </table>				Attendance 4 Year Trend					Disadvantaged Gap						2021/22	2022/23	2023/24	2024/25	<b>PP</b>	92.5	93.0	92.9	93.8	<b>Non-PP</b>	94.7	95.7	95.7	96.0	<b>Gap</b>	-2.2	-1.7	-2.7	-2.2 (+0.5)
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<p>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.</p>																																	
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To achieve and sustain improved wellbeing for all pupils in our school,	Sustained high levels of wellbeing demonstrated by a reduction in % of disadvantaged pupils recorded as	Continue to provide bespoke support through the <b>Emotional Literacy Support Assistant Programme</b> for pupils identified		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.	ELSA deployment in each area with clearly defined timetable																								

particularly our disadvantaged pupils.	displaying negative behaviour.	through behaviour data and staff observations, offering targeted support in numerous areas including anxiety, regulating emotions and friendships.		<b>ELSA Support Overview</b>					Clearer start/end date/time for ELSA provision
	An increase in the % of disadvantaged pupils participating in enrichment activities, such as school groups and extra-curricular activities.	Funding for training ELSAs and cover to attend sharing sessions to support professional development.		Sessions run by ELSAs during 2024/25					
Qualitative data from student voice, student and parent surveys and teacher observations.								Individual behaviour plans for pupils struggling to manage playtimes.	

			<p>In terms of behaviour and emotional regulation in school, 39% of supervised lunches were received by pupil premium children. Due to a mid-year change on how we log serious negative behaviour, it isn't possible to draw a comparison with 2023/24 data.</p>																					
		<p>Support the wellbeing of pupils by initiatives to promote a <b>healthy and active lifestyle</b> led by the school's Health &amp; Fitness Team.</p> <p>Targeting disengaged pupils for funded spaces in sporting clubs.</p>	<p>The school continued to subsidise all sporting extra-curricular clubs to <u>all</u> pupils. This resulted in over <b>670 free club</b> places being offered 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. 45% of club places were taken up by pupil premium pupils.</p> <table border="1" data-bbox="1090 738 1865 1254"> <thead> <tr> <th colspan="4">Pupil Premium Attendance at After School Clubs</th> </tr> <tr> <th></th> <th>Autumn 2024</th> <th>Spring 2025</th> <th>Summer 2025</th> </tr> </thead> <tbody> <tr> <td>Total Number of Clubs Space</td> <td>308</td> <td>309</td> <td>348</td> </tr> <tr> <td>Number of Fully-Funded Sports Clubs</td> <td>208</td> <td>233</td> <td>230</td> </tr> <tr> <td>% PP Pupils Attending</td> <td>33%</td> <td>49%</td> <td>53%</td> </tr> </tbody> </table> <p>The school uses 'Pupil Groups' to encourage pupils to demonstrate responsibility and community spirit beyond their</p>	Pupil Premium Attendance at After School Clubs					Autumn 2024	Spring 2025	Summer 2025	Total Number of Clubs Space	308	309	348	Number of Fully-Funded Sports Clubs	208	233	230	% PP Pupils Attending	33%	49%	53%	<p>Continue to run the healthy tuck shop.</p> <p>Continue to offer fully-funded sporting clubs afterschool</p> <p>Implement a targeted approach to sourcing extracurricular opportunities for PP pupils not engaging with current offer</p> <p>Widen the pupil group offer and</p>
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				<p>classroom. 109 pupils (31%) of pupils were involved in school groups of whom 33% were pupil premium pupils.</p> <p><b>203 pupils</b> had the opportunity to represent the school in sporting competition during the school year, which is well over half the school. 28% of the pupils given the opportunity to represent the school were those in receipt of pupil premium funding. This is an increase in raw number of pupil premium pupils having these enriching opportunities.</p> <p>The school's 'Healthy Heroes' pupil group spearheaded a new healthy breaktime option through a discounted healthy tuck shop. Offering healthy affordable alternatives to crisps and chocolate, the tuck shop was coordinated by the pupils and was a considerable success.</p>	embed further into school life
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</p>	<p>Increase <b>engagement in wider school life</b> 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</p>		<p><b>120 parents/carers</b> 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 <b>438 parents/carers</b> attended our 3 parent afternoons over the course of the year with 42% 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>	

parents are invited into school.

Maintain a high % of disadvantaged parents attending parent consultation appointments.

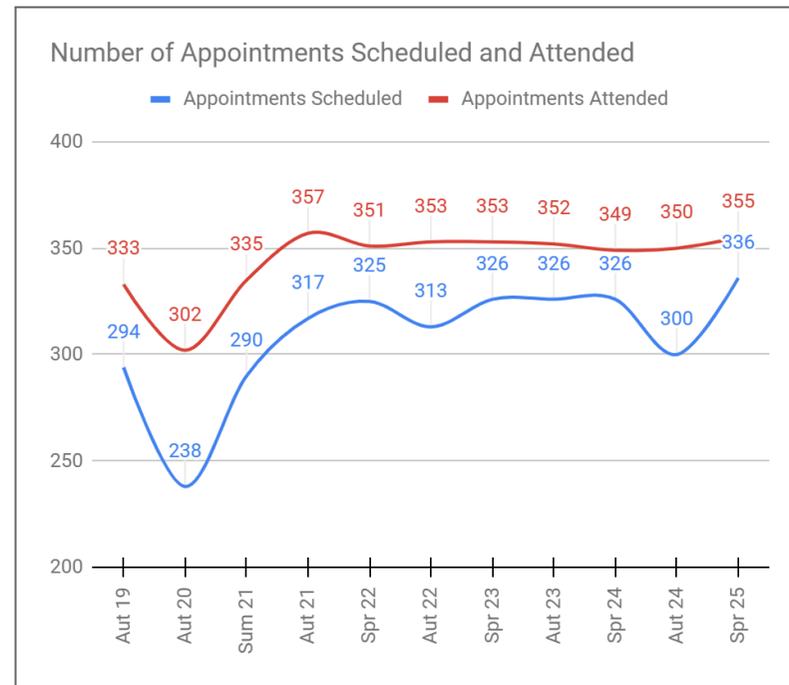
a positive impact on their school.

Funded or discounted places on school trips and residential visits.

Purchase of equipment and uniform.

Regular 'Read with your child' sessions have been running each term in every year group as well as an increased presence of parent volunteers on trips, clubs and supporting with 1-1 reading.

100% of parents/carers booked a consultation with their child's teacher and 336 parents/carers attended (94.7%). Teachers used this opportunity to outcome progress made by disadvantaged pupils and areas of development for the year going forward. This was a record high for the school and something we will look to replicate next academic year.



				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.	
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**Total budgeted cost: £237,402.50**