

Pupil Premium Strategy Statement

Three Year Strategy 2025/2028

Geoffrey Field Junior School

This statement details our school's use of pupil premium funding to help improve the attainment and opportunities available to our disadvantaged pupils. The pupil premium strategy details how we intend to spend the funding over the next three academic years and the intended outcomes we expect to see as a result of these actions.

This is a working document, linked closely to our School Development Plan, and will be updated yearly to align the focuses to where the need is greatest.

School overview

Detail	Data
School Name	Geoffrey Field Junior School
Number of pupils in school	354 (2025)
Proportion (%) of pupil premium eligible pupils	34.4% (121 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	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Rebecca Brown Head Teacher
Pupil premium lead	Dave Marks, Deputy Headteacher
Governor / Trustee lead	Link Governor for Disadvantaged Pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£183,315
Total budget for this academic year	£183,315
1. <i>Quality First Teaching For All</i>	£84,856
2. <i>Targeted Support</i>	£87,852
3. <i>Wider Strategies</i>	£10,607

Part A: Pupil premium strategy plan

Statement of intent

We believe that every child is able to make good progress and have access to enriching educational opportunities regardless of their background. Our Pupil Premium Strategy aims to support our disadvantaged pupils to achieve their very best and overcome any barriers that may inhibit this, narrowing the attainment gap between them and their non-disadvantaged counterparts.

Decisions made on how the pupil premium funding is spent are taken with the school's context in mind and informed by research conducted by the Educational Endowment Fund, among others.

Principles

- High quality teaching is at the heart of our pupil premium strategy supported by focused CPD.
- Allocation of pupil premium funding will be made on the basis of need informed by detailed assessments and the proceeding data. We recognise that not all socially disadvantaged pupils will be in receipt of pupil premium.
- We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Objectives

- To support disadvantaged pupils' academic progress by removing barriers to their access to a high quality, enriching education.
- Reduce the attainment gap between disadvantaged and non-disadvantaged pupils so it is in line, or better than, local and national data.
- To raise the aspirations of our disadvantaged pupils and improve their own and their family's engagement with school life.
- To inspire our pupils to become active and engaged citizens who take advantage of learning and wider curriculum opportunities available.

Our pupil premium strategy is an important part of our wider school development plan with the ultimate aim to provide the appropriate provision to enable pupils to achieve their best.

Challenges

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

Challenge	Detail of challenge
1	Disadvantaged boys perform poorly in writing against their peers on a school, local and national level. There is a significant gender divide compounding this gap with weak fundamental writing skills, poor oral language and a considerable vocabulary gap underpinning the challenge.
2	Disadvantaged girls in maths are performing significantly below their male counterparts. This is evident in teacher assessments, end of key stage examinations and through their multiplication times table check.
3	Disadvantaged pupils have higher levels of absence which impacts negatively on their learning as they often miss the carefully sequenced components of the curriculum. There is a considerable gap between persistently absent pupils that are in receipt of pupil premium and those not receiving the grant.
4	Evidence shows that disadvantaged pupils are likely to be less active and have poorer dietary quality resulting in a greater risk of childhood obesity. The rising cost of living and greater reliance on recreational technology has increased the divide.
5	National data suggests that the parents of disadvantaged pupils are less likely to engage with school life. This may mean that lines of communication between home and school are disrupted affecting the school's ability to support our families.
6	Our records and observations indicate that there is a disproportionate number of disadvantaged pupils affected by Social, Emotional and Mental Health issues which can and do influence their academic development. There is a greater proportion of disadvantaged pupils who become dysregulated during learning or at breaktime.
7	The catchment area of the school falls in the lowest decile on the Income Deprivation Affecting Children Index (IDACI) for Education and Skills with many of our school community on low incomes, zero-hour contracts or unemployed.
8	The school is located in an area of high deprivation, which can reduce the wider experiences our disadvantaged pupils have access to, and thus, places a duty on the school to reduce the cultural capital deficit.
9	Assessments suggest a disproportionate number of disadvantaged pupils have difficulty with phonics and this affects their reading and writing progression.

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
To improve oral language skills and vocabulary among disadvantaged pupils.	<p>Pupils have a range of strategies to tackle unfamiliar vocabulary they encounter when reading.</p> <p>Pupils use a wider range of powerful language in their written and oral work.</p> <p>Pupils will speak more confidently and articulately in class discussions, group work, and presentations</p>
To improve reading attainment among disadvantaged pupils.	<p>The attainment gap between our disadvantaged and our non-disadvantaged pupils will be lower than the national average at the end of KS2.</p> <p>The percentage of disadvantaged pupils working at the expected standard will increase compared to the previous year and will be above national averages at the end of KS2.</p>
To improve writing attainment among disadvantaged pupils.	<p>The attainment of disadvantaged boys will increase by 10% year on year from the September 2025 starting point.</p> <p>Book scrutiny shows an improvement in the learning gaps in fundamental writing skills for our disadvantaged boys.</p> <p>The attainment gap between our disadvantaged and our non-disadvantaged pupils will be lower than the national average at the end of KS2.</p> <p>The percentage of disadvantaged pupils working at the expected standard will increase compared to the previous year and will be above national averages at the end of KS2.</p>
To improve maths attainment for disadvantaged pupils at the end of KS2.	<p>The gender attainment gap will close to be in line with national averages by July 2028.</p> <p>The percentage of disadvantaged girls scoring above the national average on the Multiplication Tables Check will increase by 20% by 2028.</p> <p>Lesson observations will demonstrate the use of evidence-based teaching strategies to improve the engagement of girls.</p> <p>The attainment gap between our disadvantaged and our non-disadvantaged pupils will be lower than the national average at the end of KS2.</p>
To catch up children requiring phonics so no pupil in upper KS2 is receiving the intervention	<p>Disadvantaged pupils requiring phonics reading or spelling catch up interventions will be completed before they reach upper KS2.</p> <p>The percentage of disadvantaged pupils requiring phonics catch up will reduce year on year.</p>
To improve the health and fitness of our disadvantaged pupils.	<p>100% of disadvantaged pupils will participate in an afterschool sports club and/or a sporting competition every academic year.</p> <p>50% of disadvantaged pupils are involved in</p> <p>The number of disadvantaged pupils choosing healthy lunch options will increase by 15%, as monitored through school meal data.</p>
To reduce the gap between disadvantaged pupil attendance and non-disadvantaged pupils	<p>The percentage of persistently absent disadvantaged pupils is below national averages and improves year on year.</p> <p>The overall attendance percentage of disadvantaged pupils is above national averages.</p>

<p>High levels of engagement from disadvantaged families in school life is sustained over the next three years/.</p>	<p>To engage at least 50% of families in learning related workshops, focusing primarily on learning at home.</p> <p>To engage at least 80% of families in school events where parents are invited into school to work alongside their child.</p> <p>To engage 100% of disadvantaged families attending parent consultation appointments either over phone or in person.</p>
<p>To improve the education and skill deficit by supporting parents and carers to engage with job-focused training.</p>	<p>To achieve a 25% increase year on year increase in the number of parents and carers enrolled in job-focused training programs over three years.</p> <p>Document a measurable improvement in participants' digital literacy and core soft skills (e.g., communication, teamwork, problem-solving)</p>
<p>Disadvantaged pupils affected by Social, Emotional and Mental Health issues are supported by the school allowing their academic progress to continue.</p>	<p>SEMH pupils make strong progress academically (90%+) supported by well-tailored provisions to manage their needs.</p> <p>Disadvantaged pupils with identified SEMH needs will show an increase in their attendance rates and a reduction in the number who are persistently absent.</p> <p>Pupil voice surveys will show that pupils feel safer, happier and more supported at school.</p>

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: £84,856

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding the use of exploratory oracy across the curriculum linking to the whole school work on Think. Pair. Share the WalkThru.</p> <p>Engage with Voice21 to train an oracy champion to audit the use of oracy across the curriculum and to tailor an action plan.</p> <p>Improve the opportunities for presentational oracy across the curriculum with greater use of technology to give children's voice a platform, allow for evaluative opportunities as well as the sharing of best practice.</p> <p>Funding to release the oracy lead for training, monitoring and supporting colleagues.</p>	<p>The Chartered College of Teaching states that developing classroom talk has a wide range of benefits on pupils' outcomes during school, and beyond. The benefits of an oracy-rich curriculum are threefold: improvement in pupils' cognitive development, personal & social gains and civic engagement and empowerment.</p> <p>The EEF also supports the use of oral language interventions and suggests a high impact of 6 months additional progress when spoken language activities are matched to a pupil's needs.</p>	<p>1, 9</p> <p>SDP 1.2 SDP 2.1</p>
<p>Review and refine the whole school approach to the teaching of tier two vocabulary to establish a clear.</p> <p>Whole staff training on strategies to support pupils with deciphering unfamiliar words.</p> <p>Planning opportunities across the curriculum for the retention of key vocabulary.</p>	<p>Research from Oxford University Press suggests that a pupil's range of vocabulary is tightly related to their achievement in all areas of learning. Amanda Spielman describes reading as 'the linchpin of a good education'.</p> <p>There is a growing awareness of the importance of academic vocabulary, and more generally, of academic language proficiency, for students' success in school. <i>Townsend (2012)</i></p> <p>There is also much research, including Hirsch (2013) and from the University of Sheffield (Clegg et al,2017), highlighting a vocabulary gap between pupils from differing socioeconomic groups</p>	<p>1, 9</p> <p>SDP 1.2</p>

<p>To use evidence-based case studies in maths to inform training for all staff on effective strategies for teaching girls in maths.</p> <p>To pilot strategies in specific classes and measure the impact termly to review and adapt practice across the school.</p> <p>Improve the use of assessment and feedback in addressing learning gaps before, during and after the lesson, linking to the wholeschool WalkThru initiative.</p> <p>Embed new maths scheme, White Rose Maths, across the school with a greater focus on conceptual understanding.</p> <p>To purchase the White Rose Infinity platform to allow teachers to conduct consistent prior and post assessments to inform planning and accurately measure progress.</p> <p>Data-driven deployment of teaching assistants to target pupils' learning gaps within core subjects and targeted SEN interventions. This incorporates the roll out of dynamic maths 'keep-up' surgeries to help children keep up not just catch up.</p> <p>To deploy 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>The Education Endowment Foundation (EEF)'s "Improving Mathematics in Key Stages 2 and 3" guidance report highlights that addressing students' self-beliefs and anxieties about maths is crucial. This can often disproportionately affect girls. The EEF's "Guide to the Pupil Premium" states that schools should 'pilot new strategies in a limited number of classes before rolling them out more widely' to ensure they are having the desired impact. This data-driven, iterative process is essential for effective spending.</p> <p>John Hattie's research, particularly his work on visible learning, identifies feedback as one of the highest-impact interventions for improving pupil outcomes. The EEF's "Metacognition and Self-regulation" guidance also stresses the importance of formative assessment and feedback in helping pupils monitor their own learning and close gaps. The WalkThru initiative itself is based on this principle, promoting structured, repeatable teaching techniques that incorporate elements like effective questioning and checking for understanding.</p> <p>This directly supports the principle of diagnostic assessment. The EEF's "Using Digital Technology to Improve Learning" guidance highlights that using technology for assessment can improve efficiency and provide valuable data to help teachers tailor their instruction.</p> <p>The EEF's "Making Best Use of Teaching Assistants" guidance provides strong evidence that TAs are most effective when they are used to deliver structured, targeted interventions, and are not simply used for general classroom support.</p>	<p>2</p> <p>SDP 3.1 SDP 3.2 SDP 3.3</p>
<p>Enhancement of our reading 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</p>	<p>Following the EEF guidance on 'Improving Literacy in KS2', the school's approach to reading teaching is tailored to the pupil's learning priority.</p> <p>Our emphasis on the bottom 20% of readers is to provide immediate, focused and regular support to those not working at their age expected standard. This approach is supported by the DfE Reading Framework (2021) which endorses 'extra efforts being made to provide extra</p>	<p>9</p> <p>SDP 1.1</p>

<p>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>Ensure that disadvantaged children who are not regularly exposed to reading outside of school hours receive a rich reading diet, including 1-1 reading, within the school day.</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>practice and support' for those making insufficient progress.</p> <p>Literacy Hub Project on Reciprocal Reading run by West Dunbartonshire Psychological Service in 2014 shows that gains of up to 11 months in reading are possible over four months</p>	
<p>Whole school training on the accurate assessment of writing so that pupils' learning gaps, especially boys, can be identified and planned for.</p> <p>Adapting the literacy spine to ensure stimuli for writing are engaging, utilising drama and visual media and that writing opportunities have a clear purpose and audience.</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>Following the EEF guidance on 'Improving Literacy in KS2', the school's approach to writing focuses on composition strategies through modelling and supported practice.</p> <p>Pupils learn specific strategies for writing and also 'how a person thinks and acts when planning, executing and evaluating performance on a task and its outcomes'. With cognitive instruction, pupils should be able to engage more fully in the writing process and be independent writers (Santangelo and Olinghouse, 2009).</p> <p>Teachers can help pupils to build discourse knowledge by making sure that they understand the characteristics of texts written for specific purposes and audiences, and by providing models of effective writing. S Graham, K Harris and T Santangelo (2015)</p> <p>Teachers should frequently and explicitly model their own thought process while writing, using a "think-aloud" approach. This makes the invisible choices a writer makes visible to students. The Education Endowment Foundation (EEF)'s guidance on improving literacy also emphasizes the power of teacher modelling.</p>	<p>1, 9</p> <p>SDP 2.3 SDP 2.4</p>

Cycles of planning, drafting, revising and editing can improve writing but need to be taught alongside stimulating subject matter to improve the transcription of struggling writers. Ofsted Research Review: English (2022)	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £87,852

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Data-driven deployment of teaching assistants to target pupils' learning gaps through highly-focused interventions.</p> <p>Training for teaching assistants on the use of 1:1 writing conferencing and EEF Deployment of Teaching Assistants guidance.</p> <p>Refine pupil progress structure to include all stakeholders, identify learning gaps in a timely and accurate manner and provide a menu of clear high-targeted interventions to address these learning barriers for the following term.</p> <p>Deployment of teaching assistants to work across their year group to maximise reach and streamline training.</p> <p>Targeted writing conferencing every afternoon across the school to support the application of new vocabulary in pupils' work.</p>	<p>The EEF's research consistently demonstrates that TAs have a positive impact on pupil attainment (an average of three to four months' progress) only when they are deployed to deliver high-quality, structured interventions to individuals or small groups.</p> <p>The EEF's report emphasises that TA training and professional development are crucial for effective deployment. TAs must have a clear understanding of their role and the strategies they are expected to use. The report highlights that when TAs are properly trained to deliver a specific intervention, its impact is much greater. The effective use of Pupil Premium is rooted in a robust system of diagnostic assessment and strategic planning.</p> <p>The guidance advocates for moving away from the model of a single TA assigned to a specific pupil for long periods. Instead, deploying TAs flexibly across a year group allows them to deliver short, sharp interventions to a larger number of students with similar needs.</p>	<p>1, 2, 9</p> <p>SDP 4.2</p>
<p>Dedicated phonics teaching assistants in lower and upper key stage two, delivering tailored phonics teaching for reading and spelling to targeted pupils.</p> <p>Purchase additional phonics resources and books to support in school teaching and materials for pupils to use at home.</p> <p>Additional RWI training for wider staff in lower school to support the teaching of phonics for spelling.</p> <p>CPD for wider staff on how to support pupils receiving phonics</p>	<p>The EEF Teaching & Learning toolkit states that a systematic approach to phonics has a positive impact overall (+5 months) supported by very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>The DfE (2011) report on phonics screening, states that 'systematic teaching of synthetic phonics is the best way to drive up standards in reading. Phonics is the most effective way for children to read words.' The DfE Reading Framework (2021) also states that the successful teaching of phonics is a 'vital element' of teaching reading and spelling.</p>	<p>9,1</p> <p>SDP 4.2 SDP 1.2</p>

<p>with child-friendly resources within the classroom.</p>	<p>This is supported by numerous UK and international research showing overwhelmingly that systematic phonics is the most effective way of teaching reading to children of all abilities and educational backgrounds.</p>	
<p>Purchase Speech and Language Link to supplement SALT for identified pupils to enhance social skills, including articulation, understanding and fluency. The software should streamline initial assessments and provide clear direction for next steps.</p> <p>Train staff members to become speech and language therapists.</p>	<p>Research consistently shows a higher prevalence of SLCN among disadvantaged children. The Bercow Report (2008) highlighted that up to 50% of children in some areas of social deprivation may start school with SLCN.</p> <p>The Education Endowment Foundation (EEF) consistently rates early language interventions as having a high impact (typically +5 months progress), particularly for younger children and those from disadvantaged backgrounds. The meta-analyses highlight the importance of direct, explicit teaching of vocabulary and communication skills.</p>	<p>1, 6, 9</p> <p>SDP 1.2 SDP 4.2</p>
<p>Analyse assessments and use the subsequent data to establish high quality booster sessions for targeted disadvantaged pupils falling behind national expectations delivered through a small group approach. The school will deliver these booster sessions outside of school hours to avoid affecting disadvantaged pupils' access to the wider curriculum.</p> <p>Review the whole school approach to assessment to ensure clarity and consistency amongst teaching staff.</p>	<p>The EEF 'Teaching & Learning Toolkit' supports the use of small group interventions and suggests they can have up to four-month impact on progress.</p> <p>A clear and consistent whole school approach to assessment allows us to be confident with the process to identify target pupils. <i>'Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.'</i></p>	<p>1, 2, 3, 9</p> <p>SDP 4.2</p>

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

Budgeted cost: £ 10,608

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attendance of targeted disadvantaged pupils through regular parent liaison by school pastoral worker, collaboration with Educational Welfare Officer, regular attendance review meetings, whole school competitions alongside embedding the principles laid out in 'Improving School Attendance'.</p>	<p>Pupil's opportunities to learn are reduced if they are not in school - attendance is therefore a priority. NfER briefing for school leaders identifies addressing attendance as a key step. DfE research (2016) shows a clear correlation between attendance and attainment: 'pupils need to attend school regularly to benefit from their education'.</p>	<p>3 SDP 5.2</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>Engagement with RISE, MHST and other</p>	<p>Russell (2011) identified a significant improvement in the students' emotional literacy within the school after students had received ELSA support. The school has been using the ELSA programme for several years and has seen the positive impact of these targeted interventions on pupils' social behaviour, self-esteem, friendships, emotional confidence, behaviour and learning skills.</p> <p>The EEF supports this research, suggesting social and emotional learning interventions can, when supported by other whole school approaches, lead to positive academic improvements.</p>	<p>3, 6 SDP 5.1 SDP 5.2 SDP 5.3</p>
<p>Support the wellbeing of pupils by initiatives to promote a healthy and active lifestyle. Targeting disengaged pupils for fitness opportunities beyond the curriculum.</p> <p>Promoting healthy snack choices at breaktime and lunchtime through offering funded alternatives.</p> <p>Funding club spaces for disengaged pupils identified by staff.</p>	<p>'...there is growing evidence to show that certain subgroups such as low socioeconomic status families have lower levels of physical activity than their counterparts and that this contributes to health inequalities related to lower levels of physical activity.' Public Health England (2020).</p> <p>The Food Foundation estimated that 24% of households with children were living with food insecurity (2023), which will have a detrimental impact on the access disadvantaged pupils will have to healthy dietary options. The same study suggested that 'food insecure children are at higher risk of being under or overweight, largely due to unaffordability of healthy diets.'</p>	<p>4, 3, 8 SDP 5.2</p>

<p>Increase pupil engagement in school life to improve buy-in and sense of belonging..</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 the 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>Subsidise music tuition within the school day.</p>	<p>The Education Policy Institute (EPI) and the Nuffield Foundation have both published research showing that children from disadvantaged backgrounds are significantly less likely to participate in extracurricular activities, including sports and music lessons. This lack of participation can lead to a gap in the development of crucial social, emotional, and physical skills.</p> <p>This action is supported by research on student voice and agency. When students feel they have a meaningful role in their school community, their sense of belonging and self-worth increases.</p> <p>This addresses a direct financial barrier to a pupil's participation and sense of belonging. The Department for Education (DfE) and others confirm that Pupil Premium can be used to purchase essential items.</p>	<p>8, 5, 4, 3</p> <p>SDP 5.2</p>
<p>Improve parent and guardian engagement.</p> <p>Continue to purchase parents' evening online booking platforms.</p> <p>Funding release for school leaders to run parent/guardian sessions focused on supporting their children learn at home.</p> <p>To liaise with New Directions to host skills training for our school community.</p>	<p>EPPI-Centre found that parental involvement in children's learning has a consistently positive effect on children's achievement and adjustment to school.</p> <p>EEF evidence points to effective parental engagement actively supporting learning. Disadvantaged parents may want to help but lack the specific knowledge or strategies.</p>	<p>7</p> <p>SDP 5.2</p>

Total budgeted cost: £183,315.00