

Pupil Premium Strategy Statement

Three Year Strategy 2022/25

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>	

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 minimise the impact school closures have had on disadvantaged pupils by identifying and closing learning gaps through targeted support.

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 number	Detail of challenge
1	Disadvantaged pupils have weaker oral language skills and considerable vocabulary gaps as evidenced by internal assessments.
2	<p>Attainment of disadvantaged pupils in reading from internal and external data was below non-disadvantaged pupils.</p> <p>The PP gap in reading from internal data is on average above the local and national end of KS2 data from 2022.</p>
3	<p>Assessments suggest a disproportionate number of disadvantaged pupils have difficulty with phonics and this affects their reading and writing progression.</p> <p>There has also been a marked rise in the % of disadvantaged pupils joining the school working significantly below the age expected standard. Baseline assessments at the school confirm this growing trend.</p>
4	<p>Attainment of disadvantaged pupils in writing from internal and End of KS2 data (2023) is below the 71% of pupils nationally achieving the expected standard.</p> <p>There is correlation between the lack of transcription fluency and lack of fundamental writing skills (handwriting & spelling).</p>
5	<p>Assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>The PP gap in maths from internal data is on average above the local and national end of KS2 data from 2022.</p>
6	Evidence shows that disadvantaged pupils are likely to be less active and have poorer dietary quality resulting in a greater risk of childhood obesity.
7	Some disadvantaged pupils have high levels of absence which impacts negatively on their learning as they often missed the carefully sequenced components of the curriculum.
8	Our behaviour records and observations indicate that there is a disproportionate number of disadvantaged pupils effected by personal, social and emotional behaviour, which could subsequently influence their academic development.
9	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.
10	National data suggests that the parents of disadvantaged pupils are less likely to engage with school life.
11	The education of many of our disadvantaged pupils is still being impacted by the historic school closures during the pandemic. National studies demonstrate the extent to which disadvantaged pupils were more greatly impacted by these closures than their more

	affluent counterparts. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
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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.	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.
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 non-disadvantaged pupils. Lower attaining disadvantaged pupils receive tailored learning to their reading priority.
To improve writing attainment among disadvantaged pupils.	KS2 writing outcomes for disadvantaged pupils are in line with or above local and national figures. Reduction in the gap between disadvantaged pupils' attainment in writing and that of non-disadvantaged pupils. Levels of writing fluency improve in our lowest attaining writers from explicit teaching of fundamental skills.
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.
To improve maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes for disadvantaged pupils are in line with or above local and national figures. Reduction in the gap between disadvantaged pupils' attainment in maths and that of non-disadvantaged pupils.
To improve the health and fitness of disadvantaged pupils.	An increase in the % of disadvantaged pupils participating in enrichment activities, such as school groups and extra-curricular activities An increase in access to and take up of healthy diet opportunities.
To achieve and sustain improved attendance for all pupils, particularly	Good disadvantaged pupil attendance in line with or above national figures.

our disadvantaged pupils.	A reduction in the % of disadvantaged pupils who are persistently absent in comparison with previous academic year. Attendance gap between disadvantaged and non-disadvantaged pupils reduced compared to previous year.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by a reduction in % of disadvantaged pupils recorded as displaying negative behaviour. Qualitative data from student voice, student and parent surveys and teacher observations.
To support parental engagement of disadvantaged pupils.	Pastoral support worker to work directly with parents to bolster a partnership between home and school. To engage at least 50% of parents in learning related workshops, focusing primarily on learning at home. To engage at least 80% of parents in school events where parents are invited into school. Maintain a high % of disadvantaged parents attending parent consultation appointments.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	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	1

<p>discussion and working closely with Voice21 to review practice.</p> <p>Funding to release the oracy team for training, monitoring and supporting colleagues.</p>	<p>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>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>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>	1
<p>Enhancement of our Maths teaching and curriculum planning, with additional emphasis 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>Effective deployment of teaching staff to allow for reduced class</p>	<p>The Nuffield Foundation recognises the importance of pupils having a '<i>wide bank of strategies to complete mathematical problems</i>'. The EEF funded report into 'Improving Maths in KS2/3' also details how teachers should '<i>help pupils to use a range of mental methods</i>'.</p> <p>As the EEF 'Teaching & Learning Toolkit' states, providing feedback is well evidenced and has a high impact on learning outcomes. A reduced class size will allow for more regular and timely feedback increasing the likelihood of it being acted upon.</p>	4, 11

<p>sizes in year six, allowing for small pupil:teaching staff ratio increasing the opportunity for timely learning feedback.</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 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>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 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>2, 3, 11</p>
<p>Enhancement of our writing 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 texts as a stimuli for writing.</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</p>	<p>3, 4, 11</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>	<p>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>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)</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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 assistant to support pupil's development. These coaching sessions allow pupils to receive 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>	<p>The CfTB report in collaboration with Newcastle University 'Coaching for Teaching & Learning', suggests the benefits of good coaching help a learner to become '<i>more reflective, articulate, exploratory and metacognitive in relation to their work</i>'.</p> <p>One of our school's core values is responsibility, especially in relation to their own learning.</p> <p>PP coaching is also a successful strategy employed by PP National Award winning school Springfield Junior School. Allows teachers and pupils to explore barriers to learning and discuss learning targets.</p>	<p>2, 3, 4, 5, 7</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>The EEF Teaching & Learning toolkit state 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 success teaching of phonics is a ‘vital element’ of teaching reading and spelling.</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>3</p>
<p>Analyse assessments and use the subsequent data to establish high quality tuition for targeted disadvantaged pupils falling behind national 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</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>2, 4</p>

<p>individual tuition this academic year in upper key stage two.</p> <p>Review whole school approach to assessment to ensure clarity and consistency amongst teaching staff.</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £14,174

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, termly attendance challenges, setting of individual targets and pupil self-registration, 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>	6, 9
<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>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 have 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>	7

<p>Support the wellbeing of pupils by initiatives to promote a healthy and active lifestyle.</p> <p>Targeting disengaged pupils for fitness opportunities beyond the curriculum.</p> <p>Promoting healthy snack choices.</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>7, 8</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>Dotterer (2011) suggests a clear correlation between academic engagement and achievement. <i>'Classroom context and school engagement are significant predictors of academic achievement. These factors are especially important for academically at-risk students.'</i></p> <p>EEF research into sports participation indicates that pupil participation in sports activities even when not directly linked to academic interventions can have a positive impact of an additional two months.</p>	<p>8, 9</p>

Total budgeted cost: £237,402.50