

# Pupil premium strategy statement

## Impact Review July 2023

### 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


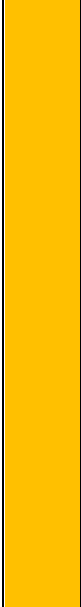
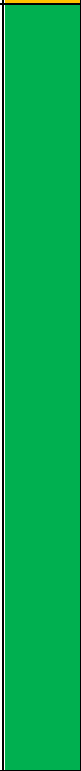
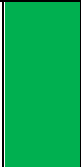
Detail	Data
School Name	Geoffrey Field Junior School
Number of pupils in school	356
Proportion (%) of pupil premium eligible pupils	37.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2025/2026
Date this statement was published	July 2023
Date on which it will be reviewed	December 2022
Statement authorised by	Shelly Hancock, Headteacher (Sept-Dec) John Dibdin Headteacher (Jan-July)
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	£185,590
Recovery premium funding allocation this academic year	£19,865
<b>Total budget for this academic year</b>	<b>£205,455</b>
<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
<p>To improve oral language skills and vocabulary among disadvantaged pupils.</p>	<p>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.</p>		<ul style="list-style-type: none"> <li>• Oracy champions trained across all areas</li> <li>• Oracy audit and clear action plan</li> <li>• Oracy and vocabulary training delivered to new teachers</li> <li>• Oracy and vocabulary embedded within much of the curriculum planning</li> <li>• However, impact of oracy and vocabulary not consistent across the curriculum.</li> </ul>
<p>To improve reading attainment among disadvantaged pupils.</p>	<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"> <li>• End of KS2 data for pupils achieving the expected standard was +6% higher than local and in line with national PP comparisons</li> <li>• End of KS2 data above the expected standard was also above local and nation PP comparisons.</li> <li>• Disadvantaged gap was lower than local (-5%) and national (-2%) data.</li> <li>• SEN pupils in receipt of pupil premium data was also considerably higher than local and national comparisons.</li> </ul>
<p>To reduce number of pupils in upper KS2 on phonics</p>	<p>Assessments show a year on year reduction in the % of pupils requiring phonics over KS2.</p>		<ul style="list-style-type: none"> <li>• 25% reduction in number of pupils receiving phonics for spelling and reading</li> </ul>

			<ul style="list-style-type: none"> <li>65% reduction in number of upper KS2 pupils receiving phonics</li> </ul>
To improve maths attainment for disadvantaged pupils at the end of KS2.	<p>KS2 maths 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 maths and that of non-disadvantaged pupils.</p>		<ul style="list-style-type: none"> <li>End of KS2 data for pupils achieving the expected standard was +15% higher than local and 7% higher than national PP comparisons</li> <li>End of KS2 data above the expected standard was also above local and nation PP comparisons.</li> <li>Disadvantaged gap was lower than local (-7%) and national (-1%) data.</li> </ul>
To improve targeted pupils' working memory and concentration, positively influencing their academic progress.	<p>Working memory platform (Cogmed) shows improvement in pupils' performance from initial baseline.</p> <p>Targeted pupils academic progress is significantly stronger than in the previous academic year.</p> <p>Observations indicate an improvement in pupils working memory or concentration within lessons, especially when working independently.</p>		<ul style="list-style-type: none"> <li>43 pupils completed the Cogmed training over 2022/23</li> <li>Cogmed reports showed an improvement in most children's working memory; however, this did not regularly transfer to the classroom.</li> <li>Teacher assessments of children post completion of the training predominantly showed little or no impact.</li> <li>Cogmed will not feature in the 2023/24 Pupil Premium Strategy</li> </ul>
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-</p>		<ul style="list-style-type: none"> <li>Improving trend in PP attendance (up 1.2% from 2021/22)</li> <li>Decrease in the percentage of PP who are persistently absent (up 6.3% from 2021/22)</li> <li>Positive three-year trend in disadvantaged attendance gap.</li> </ul>


	disadvantaged pupils reduced compared to previous year.		
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<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>		<ul style="list-style-type: none"> <li>• Year on year decrease in total number of exclusions and suspensions</li> <li>• Decrease in number of negative behaviour records</li> <li>• 85% of pupil premium pupils attended an after-school club (118 pupils)</li> <li>• 38% of pupil premium pupils represented the school in sporting competition</li> <li>• 29% of pupil premium pupils were part of a school group beyond the classroom</li> </ul>
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>		<ul style="list-style-type: none"> <li>• 114 parents attended reading and times table workshops to support learning at home</li> <li>• 299 parents attended our 3 parent afternoons over the course of the year with 45% of those attending being PP families.</li> <li>• 91% of parents attended parent consultation sessions</li> <li>• Pastoral worker has been directly involved with more than 40 families, providing additional support</li> </ul>

## 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
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 presentational voice.	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.	Yellow	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.
		Funding to release the oracy team for training, monitoring and supporting colleagues.		Two new oracy champions were trained to harness oracy to elevate learning, adapting planning, supporting colleagues and promoting the use of oracy as a vehicle for learning.
		Embed whole school approach to the teaching of tier two	Yellow	To structure the school's approach to further embedding oracy, an annual audit conducted by the oracy lead and a Voice 21 mentor, giving the school a clear picture of current practice and areas to develop.
			Yellow	In recognition of the importance of vocabulary as one of the integral strands of reading, the school has placed

		<p><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>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>								
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.	<p>Enhancement of our <b>Maths</b> 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</p>		<p>The End of KS2 results from the school's pupils in receipt of pupil premium were well above those of local (+15%) and national comparisons (+7%).</p> <table border="1" data-bbox="1317 1166 2085 1311"> <thead> <tr> <th colspan="4">Percentage Achieving the Expected Standard</th> </tr> </thead> <tbody> <tr> <td></td> <td>School</td> <td>Local</td> <td>National<sup>1</sup></td> </tr> </tbody> </table>	Percentage Achieving the Expected Standard					School	Local	National <sup>1</sup>
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<sup>1</sup> National figures are unvalidated NCER data based on 504,131 pupils across 12,231 schools from 104 LAs. The revised official DfE figures will be available from December 2023.

	<p>Reduction in the gap between disadvantaged pupils' attainment in maths and that of non-disadvantaged pupils.</p>	<p>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 sizes in year six, allowing for small pupil:teaching staff ratio increasing the opportunity for timely learning feedback.</p>		<table border="1"> <tr> <td>Maths (SATs Test)</td> <td>66%</td> <td>51%</td> <td>59%</td> </tr> </table>	Maths (SATs Test)	66%	51%	59%	<table border="1"> <tr> <td>66%</td> <td>51%</td> <td>59%</td> </tr> </table>	66%	51%	59%	<table border="1"> <tr> <td>51%</td> <td>59%</td> </tr> </table>	51%	59%	<table border="1"> <tr> <td>59%</td> </tr> </table>	59%		
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				<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 pupil premium pupils working at expected was 7% below that of all pupils national which was considerably lower than the 16% gap between these figures in 2022. The increase in the percentage of pupils nationally reaching the expected standard from 71% in 2022 to 73% in 2023 makes this decrease in gap more impressive.</p> <table border="1" data-bbox="1317 647 2085 884"> <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>14%</td> <td>9%</td> <td>13%</td> </tr> </tbody> </table> <p>The percentage of pupil premium pupils achieving above the expected standard was also above local and national pupil premium comparisons. This figure was 10% less than all pupils nationally a decrease in gap from the schools 2022 figures.</p> <p>The improvement in the percentage of pupil premium pupils attaining above expected is partly down to the work to provide suitable challenges within lessons that stretch pupil's understanding and allow them to demonstrate maths mastery. Moderation of these challenges by our</p>					Percentage Achieving the <b>Above</b> the Expected Standard				School	Local	National	Maths (SATs Test)	14%	9%	13%
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			<p>school's maths leads have ensured the opportunity for critical, deep thinking in maths lessons.</p> <p>The maths disadvantaged gap at the school was below that of local and national comparison data and 1% lower than 2022 gap data. 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> <table border="1" data-bbox="1317 513 2087 721"> <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>Maths (SATs Test)</td> <td>13%</td> <td>20%</td> <td>14%</td> </tr> </tbody> </table> <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>	Disadvantaged Gap					School	Local	National	Maths (SATs Test)	13%	20%	14%
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<p>To improve reading attainment among disadvantaged pupils.</p>	<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</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</p>	<p>The End of KS2 reading results from the school's pupil premium children were in line with national figures and above local (+6%).</p> <table border="1" data-bbox="1317 1129 2087 1366"> <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>Reading (SATs Test)</td> <td>60%</td> <td>54%</td> <td>60%</td> </tr> </tbody> </table>	Percentage Achieving the Expected Standard					School	Local	National	Reading (SATs Test)	60%	54%	60%
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	<p>reading and that of non-disadvantaged pupils.</p> <p>Lower attaining disadvantaged pupils receive tailored learning to their reading priority.</p>	<p>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>The percentage of pupil premium pupils achieving the expected standard fell slightly from 2022 figures (-2%) but remained favourable compared to comparison data.</p> <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 where required, has contributed to consistent end of KS2 results.</p> <p>One of Geoffrey Field's School Development Plan priority area is promoting a love of reading for our pupils working within the lowest 20%. These pupils typically correlate with those on the SEN register. From the 2019-2023 cohort, 65% 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 and national comparison data. This trend continues with the percentage working above the expected standard (+7% local and +6% national).</p> <table border="1" data-bbox="1317 1038 2085 1278"> <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>56%</td> <td>32%</td> <td>32%</td> </tr> </tbody> </table> <p>The percentage of pupil premium pupils working above the expected standard is higher than local (+6%) and national</p>	Pupil Premium & SEN Percentage Achieving the Expected Standard					School	Local	National	Reading (SATs Test)	56%	32%	32%
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				<p>(+3%) figures. 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"> <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>20%</td> <td>14%</td> <td>17%</td> </tr> </tbody> </table> <p>The reading disadvantaged gap at the school was below that of local and national comparison data although 4% higher than the school's 2022 gap data.</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>Reading (SATs Test)</td> <td>11%</td> <td>16%</td> <td>13%</td> </tr> </tbody> </table>	Percentage Achieving the <b>Above</b> the Expected Standard					School	Local	National	Reading (SATs Test)	20%	14%	17%	Disadvantaged Gap					School	Local	National	Reading (SATs Test)	11%	16%	13%
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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

Intended outcome	Success criteria	Activity		Impact Evidence
To improve reading, writing and maths attainment among	KS2 reading, writing and maths outcomes for disadvantaged	Disadvantaged pupils receive <b>1-1 pupil premium coaching</b> with either a learning to learn skills		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

disadvantaged pupils.

To improve learning to learn skills amongst targeted pupils.

pupils is above national comparisons.

Progress of disadvantaged pupils receiving coaching is stronger than non-disadvantaged pupils.

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.

Funding to release class teachers for termly target setting and review and additional training for targeted teaching assistants.

premium pupil 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.

Percentage of Pupil Premium Pupils making <b>Expected or Accelerated Progress</b> over the academic year.			
	Reading	Writing	Maths
Year 3	90%	97%	85%
Year 4	71%	74%	74%
Year 5	84%	81%	73%
Year 6	91%	65%	82%

The table above shows the percentage of pupil premium pupils making expected or accelerated progress over the year. Although good progress was made in most areas, writing, especially in year 4 and 6, is notably lower. 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, multiple peer-review sessions and quality assurance from the pupil premium lead.

				<p>As explained earlier, the end of KS2 outcomes for pupil premium pupils were in line or higher than national comparisons in reading and maths. Writing attainment was 7% below national but was still favourable compared to local equivalents.</p> <table border="1" data-bbox="1317 359 2072 802"> <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><b>Reading</b></td> <td>60%</td> <td>54%</td> <td>60%</td> </tr> <tr> <td><b>Writing</b></td> <td>51%</td> <td>50%</td> <td>58%</td> </tr> <tr> <td><b>Maths</b></td> <td>66%</td> <td>51%</td> <td>59%</td> </tr> <tr> <td><b>Reading, Writing &amp; Maths Combined</b></td> <td>40%</td> <td>36%</td> <td>44%</td> </tr> </tbody> </table> <p>With writing featuring prominently on the School Development Plan for 2023/24, there will also be an emphasis on writing based coaching targets and further training for teaching staff delivering the coaching.</p>	Percentage of Pupil Premium Achieving the Expected Standard					School	Local (Reading)	National	<b>Reading</b>	60%	54%	60%	<b>Writing</b>	51%	50%	58%	<b>Maths</b>	66%	51%	59%	<b>Reading, Writing &amp; Maths Combined</b>	40%	36%	44%
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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.	<p>Dedicated <b>phonics</b> 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 school understands the need of explicit and systematic phonics teaching matched to the need of pupils across the school. Through regular and accurate assessment and well-pitched, focused interventions, over 25% of pupils across the school receiving phonics interventions gained proficiency.</p> <table border="1" data-bbox="1317 1230 2094 1350"> <thead> <tr> <th>Number of pupils receiving Phonics interventions for reading or spelling across KS2</th> </tr> </thead> <tbody> <tr> <td> </td> </tr> </tbody> </table>	Number of pupils receiving Phonics interventions for reading or spelling across KS2																							
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				<table border="1"> <thead> <tr> <th></th> <th>Autumn 2022</th> <th>Summer 2023</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Reading Phonics</td> <td>33</td> <td>30</td> <td>-3</td> </tr> <tr> <td>Spelling Phonics</td> <td>48</td> <td>30</td> <td>-18</td> </tr> <tr> <td><b>Total receiving Phonics</b></td> <td><b>81</b></td> <td><b>60</b></td> <td><b>-21</b></td> </tr> </tbody> </table> <p>The most marked drop is in the number of pupils completing the spelling phonics intervention. Only six pupils in upper school still required phonics interventions at the end of the academic year, down by 65% from the Autumn Term.</p> <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>		Autumn 2022	Summer 2023	Difference	Reading Phonics	33	30	-3	Spelling Phonics	48	30	-18	<b>Total receiving Phonics</b>	<b>81</b>	<b>60</b>	<b>-21</b>						
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To improve the outcomes for disadvantaged pupils through targeted high-quality tuition.	<p>KS2 reading, writing and maths outcomes for disadvantaged pupils is above national comparisons.</p> <p>Reduction in number of pupils working outside age</p>	Analyse assessments and use the subsequent data to establish <b>high quality tuition</b> 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		<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 2,100 hours of tuition over the academic year.</p> <table border="1"> <thead> <tr> <th colspan="6">School Led Tuition Overview 2023/24</th> </tr> <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">140</td> <td rowspan="2">2,100</td> <td>5</td> <td>26</td> <td>390</td> </tr> <tr> <td>Summer</td> <td>17</td> <td>114</td> <td>1,710</td> </tr> </tbody> </table>	School Led Tuition Overview 2023/24							N° of Pupils receiving tuition	N° of hours of tuition delivered	N° of tuition groups	N° of pupils tutored	N° of hours delivered	Spring	140	2,100	5	26	390	Summer	17	114	1,710
School Led Tuition Overview 2023/24																										
	N° of Pupils receiving tuition	N° of hours of tuition delivered	N° of tuition groups	N° of pupils tutored	N° of hours delivered																					
Spring	140	2,100	5	26	390																					
Summer			17	114	1,710																					

	<p>appropriate expectations.</p> <p>Progress of disadvantaged pupils receiving tuition is stronger than those not receiving tuition.</p>	<p>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 clarity and consistency amongst teaching staff.</p>	<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="1317 376 2096 592"> <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>95%</td> <td>80%</td> <td>80%</td> </tr> <tr> <td>Accelerated Progress</td> <td>26%</td> <td>24%</td> <td>12%</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="1317 852 2096 1241"> <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 3</td> <td>+10%</td> <td>+9%</td> <td>+10%</td> </tr> <tr> <td>Year 4</td> <td>0%</td> <td>+2%</td> <td>+5%</td> </tr> <tr> <td>Year 5</td> <td>+1%</td> <td>+9%</td> <td>-3%</td> </tr> <tr> <td>Year 6</td> <td>+6%</td> <td>+19%</td> <td>+3%</td> </tr> </tbody> </table> <p>There is a clear correlation between improved progress and tuition which can be seen from the data above. The percentage of pupils making expected or accelerated progress, especially in writing, was higher with tuition.</p>	Progress of pupils receiving Tuition over the academic year					Reading	Writing	Maths	Expected Progress	95%	80%	80%	Accelerated Progress	26%	24%	12%	Percentage Progress Gap between those receiving and not receiving tuition					Reading	Writing	Maths	Year 3	+10%	+9%	+10%	Year 4	0%	+2%	+5%	Year 5	+1%	+9%	-3%	Year 6	+6%	+19%	+3%
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		<p>Establish Cogmed working memory and concentration intervention for identified pupils.</p> <p>Regular monitoring of targeted intervention to review impact of training back in the classroom environment.</p>		<p>A total of 43 pupils took part in the Cogmed training programme to help with concentration skills and working memory. Improvements in working memory and concentration were tracked through the Cogmed progress measures from baseline and through qualitative data gathered from class teachers.</p> <p>Whilst the initial reports produced by the training showed progress for most pupils, the improved levels of concentration and working memory did not always transfer to the classroom and where it did, it was not always sustained.</p>
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £14,174

Intended outcome	Success criteria	Activity		Impact Evidence
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</p>	<p>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, setting of individual targets and pupil self-registration, alongside embedding the</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 positive three-year trend, following the pandemic, of increased disadvantaged attendance. The most significant increase in attendance being seen in our year 6 cohort – over 2% higher than in 2020/21.</p>
<b>Pupil Premium Pupil Attendance 3 Year Trend</b>				

	<p>previous academic year.</p> <p>Attendance gap between disadvantaged and non-disadvantaged pupils reduced compared to previous year.</p>	<p>principles laid out in 'Improving School Attendance'.</p>		<table border="1"> <thead> <tr> <th></th> <th>2020/21</th> <th>2021/22</th> <th>2022/23</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>94.5</td> <td>91.8</td> <td>94.8</td> </tr> <tr> <td>Year 4</td> <td>93.8</td> <td>93.3</td> <td>93.4</td> </tr> <tr> <td>Year 5</td> <td>92.1</td> <td>91.7</td> <td>93.1</td> </tr> <tr> <td>Year 6</td> <td>91.1</td> <td>92.4</td> <td>93.2</td> </tr> <tr> <td><b>All</b></td> <td><b>92.9</b></td> <td><b>92.4</b></td> <td><b>93.6 (+1.2)</b></td> </tr> </tbody> </table>		2020/21	2021/22	2022/23	Year 3	94.5	91.8	94.8	Year 4	93.8	93.3	93.4	Year 5	92.1	91.7	93.1	Year 6	91.1	92.4	93.2	<b>All</b>	<b>92.9</b>	<b>92.4</b>	<b>93.6 (+1.2)</b>
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<p>The attendance gap for pupil premium pupils compared to non-disadvantaged pupils has decreased over the past three years.</p>																												
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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>																												
<table border="1"> <thead> <tr> <th colspan="4"><b>Persistent Absence</b></th> </tr> <tr> <th colspan="4">Percentage of pupils whose attendance falls below 90%</th> </tr> <tr> <th></th> <th>School Pupil Premium</th> <th>School All Pupils</th> <th>School Pupil Premium &amp; SEN</th> </tr> </thead> <tbody> <tr> <td>2022/23</td> <td>20.3%</td> <td>17.1%</td> <td>21.7%</td> </tr> <tr> <td>2021/22</td> <td>26.6%</td> <td>20.0%</td> <td>37.1%</td> </tr> </tbody> </table>				<b>Persistent Absence</b>				Percentage of pupils whose attendance falls below 90%					School Pupil Premium	School All Pupils	School Pupil Premium & SEN	2022/23	20.3%	17.1%	21.7%	2021/22	26.6%	20.0%	37.1%					
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				<table border="1"> <tr> <td>Difference</td> <td>-6.3%</td> <td>-2.9%</td> <td>-15.4%</td> </tr> </table> <p>The percentage of pupil premium pupils who were persistently absent during the academic year fell compared to 2021/22 figures (-6.3%). The persistent absence of pupil premium pupils with SEND also fell sharply compared to the previous year (-15.4%). This can be attributed to the clear attendance policy, a close working relationship with parents of persistently absent pupils, clear guidance of school actions shared with parents and the continued raised profile of attendance and punctuality within the school</p>	Difference	-6.3%	-2.9%	-15.4%														
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To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<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,</p>	<p>Continue to provide bespoke support through the <b>Emotional Literacy Support Assistant Programme</b> 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 seventeen pupils over the year, identified by the family pastoral worker in consultation with teaching staff and external professionals. The sessions were delivered on 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>12%</td> <td>ELSA</td> </tr> <tr> <td>Behaviour Self-regulation</td> <td>24%</td> <td>ELSA</td> </tr> <tr> <td>Anxiety</td> <td>29%</td> <td>ELSA/Mental Health Support Team</td> </tr> <tr> <td>Anger Management</td> <td>6%</td> <td>ELSA/Mental Health</td> </tr> </tbody> </table>	ELSA Support Overview			ELSA Focus	% of sessions	Provider	Social Skills	12%	ELSA	Behaviour Self-regulation	24%	ELSA	Anxiety	29%	ELSA/Mental Health Support Team	Anger Management	6%	ELSA/Mental Health
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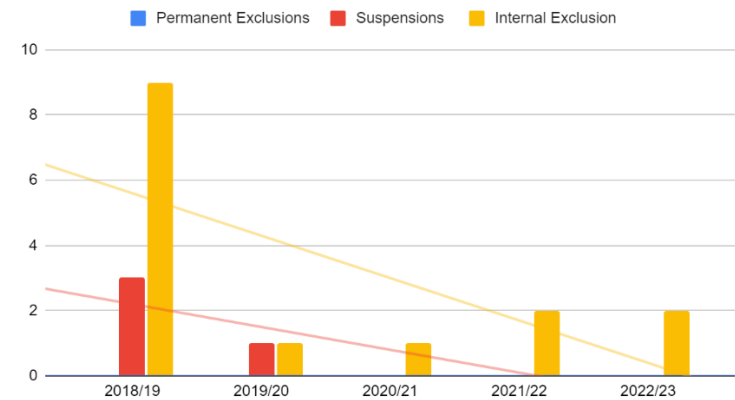
student and parent surveys and teacher observations.

		Support Team
Transition	12%	ELSA
Healthy Relationships	12%	ELSA
Coping with Terminal Illness	6%	Mental Health Support Team

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.

Behaviour data continues to show an improvement in the number of exclusions and suspensions at the school. Internal behaviour data also shows a considerable decrease in the number of negative behaviour records.

Permanent Exclusions, Suspensions and Internal Exclusion



		<p>Support the wellbeing of pupils by initiatives to promote a <b>healthy and active lifestyle</b> lead by the school’s Health &amp; Fitness Team.</p> <p>Targeting disengaged pupils for funded spaces in sporting clubs.</p> <p><del>Promoting healthy snack choices.</del></p>	<p>To improve access and take up of extra-curricular clubs, fully-funded disadvantaged spaces were provided in every club with allocation targeted to disengaged pupils or those new to clubs.</p> <table border="1" data-bbox="1317 347 2089 754"> <thead> <tr> <th colspan="4">Pupil Premium Attendance at After School Clubs</th> </tr> <tr> <th></th> <th>Sporting After School Club</th> <th>Non-Sport After School Club</th> <th>Combined</th> </tr> </thead> <tbody> <tr> <td>Number of PP Pupils Attending</td> <td>95</td> <td>47</td> <td><b>118</b></td> </tr> <tr> <td>% of All PP Pupils Attending</td> <td>68%</td> <td>33%</td> <td><b>85%</b></td> </tr> </tbody> </table> <p>85% of all pupil premium pupils attended an after-school club over 2022/23, with a further 5% of those not attending being prioritised for sporting tournaments within the school day. This is a considerably improvement from 2021/22 in terms of number of pupil premium pupils attending and percentage of all pupil premium being engaged.</p> <p>The school uses ‘School Groups’ to encourage pupils to demonstrate responsibility and community spirit beyond their classroom. 104 pupils (29%) of pupils were involved in school groups of whom just under a quarter were pupil premium pupils.</p> <p>227 pupils had the opportunity to represent the school in sporting competition during the school year, which is well</p>	Pupil Premium Attendance at After School Clubs					Sporting After School Club	Non-Sport After School Club	Combined	Number of PP Pupils Attending	95	47	<b>118</b>	% of All PP Pupils Attending	68%	33%	<b>85%</b>
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			<p>over half the school. 38% of the pupils given the opportunity to represent the school were those in receipt of pupil premium funding.</p> <p>On a scale of 1 - 5, how would you rate the extra-curricular opportunities at Geoffrey Field? 130 responses</p> <table border="1"> <thead> <tr> <th>Rating</th> <th>Number of Responses</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0%</td> </tr> <tr> <td>2</td> <td>0</td> <td>0%</td> </tr> <tr> <td>3</td> <td>6</td> <td>4.6%</td> </tr> <tr> <td>4</td> <td>37</td> <td>28.5%</td> </tr> <tr> <td>5</td> <td>87</td> <td>66.9%</td> </tr> </tbody> </table> <p>When parents were surveyed on extra-curricular provision at the school, the vast majority rated the opportunities afforded to their children as good or excellent.</p> <p>Promoting healthy snacks has been moved to the 2023/24 Pupil Premium Strategy as, with the added pressures on families due to the cost of living crisis, the school felt it was not a suitable time to make demands on specific snacks parents should be purchasing.</p>	Rating	Number of Responses	Percentage	1	0	0%	2	0	0%	3	6	4.6%	4	37	28.5%	5	87	66.9%
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<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</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><b>114 parents/carers</b> attended reading and times table 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>																		

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.

Targeted places in inter-school sporting competitions for disadvantaged pupils.

Increase number of school groups available, enabling pupils to make a positive impact on their school.

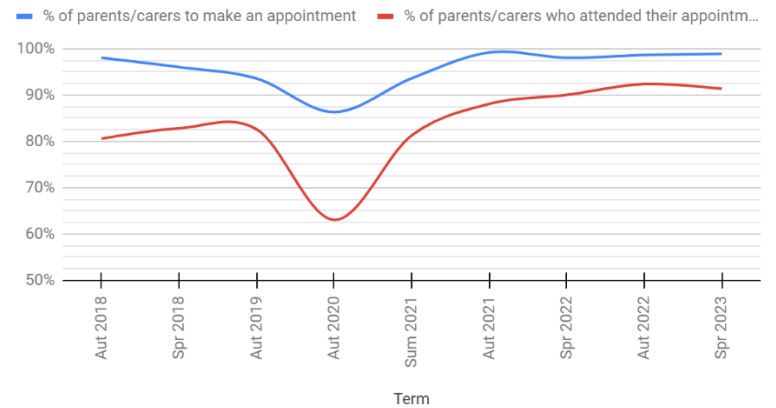
Funded or discounted places on school trips and residential visits.

Purchase of equipment and uniform.

An incredible **299 parents/carers** attended our 3 parent afternoons over the course of the year with 45% of those attending being PP families. Parent afternoons focusing on two curriculum areas (Literacy 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.

Parent consultations demonstrated excellent parental engagement and maintained the consistently good engagement post-pandemic.

Parent Consultation Data



99% of parents/carers booked a consultation with their child’s teacher and 91% 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.
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**Total budgeted cost: £205,455**