

Geoffrey Field Junior School

Pupil premium strategy statement 2018/19

1. Summary information					
School	Geoffrey Field Junior School				
Academic Year	2018/19	Total PP budget	£211,720	Date of most recent PP Review	Ofsted May 2018
Total number of pupils	360	Number of pupils eligible for PP		Date for next internal review of this strategy	July 2019

Current attainment									
End of KS2 outcomes	2015/16			2016/17			2017/18		
	<i>Pupils eligible for PP GFJS</i>	<i>Pupils eligible for PP (national average)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Pupils eligible for PP GFJS</i>	<i>Pupils eligible for PP (national average)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Pupils eligible for PP GFJS</i>	<i>Pupils eligible for PP (national average)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE in reading (higher standard)	70% (25%)	53% (10%)	72% (23%)	60% (8%)	60% (14%)	77% (29%)	72% (13%)	64% (18%)	80% (33%)
% achieving ARE in writing (higher standard)	72% (4%)	64% (8%)	79% (18%)	65% (3%)	66% (10%)	81% (21%)	69% (15%)	67% (11%)	83% (24%)
% achieving ARE in maths (higher standard)	78% (16%)	58% (9%)	76% (20%)	65% (15%)	63% (13%)	80% (27%)	54% (13%)	64% (14%)	81% (28%)
% achieving ARE in grammar, punctuation and spelling (higher standard)	78% (24%)	61% (14%)	78% (27%)	67% (10%)	66% (21%)	82% (36%)	74% (24%)	67% (24%)	82% (39%)
% achieving ARE in reading, writing and maths (higher standard)	58% (2%)	39% (2%)	60% (7%)	43% (3%)	48% (4%)	67% (11%)	49% (5%)	54% (4%)	70% (12%)
progress in reading	+1.5	-0.7	+0.3	-0.9	-0.7	+0.3	-2.8	-0.6	+0.3
progress in writing	-0.5	-0.3	+0.1	-1.9	-0.4	+0.2	-2.0	-0.4	+0.2
progress in maths	+2.5	-0.5	+0.2	0.0	-0.6	+0.3	-3.9	-0.6	+0.3

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A	Poor learning to learn skills, independence and resilience as learners means that pupils are quick to seek support and give up easily when they face challenges	
B	Weaker basic skills in reading, writing and maths compared to non PP pupils on entry	
C	Weak oracy skills to support learning	
D	Self-management of emotions and behaviour for significant number of PP boys	
E	Lower % PP pupils reaching greater depth learning compared to non PP	
F	Engagement with school life	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
G	Lower attendance of PP pupils with SEND	
H	Low aspirations	
I	Mental health conditions which impact on self-esteem and learning	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	Improved learning to learn skills and emotional resilience as learners	Pupils settle to work quickly and complete tasks in time give Pupils do not give up easily when faced with new challenges Pupils are less reliant on adult support - they mentally plan their own learning and set themselves personal challenges
B & C	Accelerated progress in reading writing and maths	Attainment gap between PP and nonPP pupils reduced in all cohorts for reading, writing and maths
C	Improved oracy for learning skills	Pupils are able to discuss their own learning Pupils are able to effectively explain their thinking and ideas Pupils are able comment on and politely challenge others' ideas Pupils are able to adapt their speaking style/tone for different situations Pupils are able to adapt their style and level of formality in writing
D	Improved behaviour target boys in Y4 and Y6	Fewer behaviour incidents recorded for these pupils on the school system - classroom and lunchtime
E	Increased focus on stretch for higher attaining pupil premium pupils	Increased % pupils working at greater depth in reading, writing and maths

F	Engagement in school life	Pupil questionnaire shows that PP pupils enjoy school as much as other pupils Increased uptake at after school clubs Improved attendance – see F
G	Increased attendance rates for pupils eligible for PP, particularly with SEND	Continue to ensure that persistent absentees among pupils eligible for PP to below 8% (in line with national PA for all pupils) Increase overall PP attendance to 96% (in line with school all pupils)
H	Raise future aspirations on pupils and improve engagement of parents in supporting learning	Pupils have raised awareness of future learning and job options Parents feel better able to support learning
I	Early identification and pastoral support for PP pupils with mental health conditions	Successful completion of pastoral support programmes Improved engagement of pupils with identified mental health conditions

4. Planned expenditure

Academic year

2018/19

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B Accelerate progress in reading, writing and maths	Reduced class sizes Y6 for reading and maths in order to provide higher adult/pupil interaction and formative feedback Additional TAs in each cohort –to provide higher adult/pupil interaction and formative feedback	Y6 – highest % PP cohort Impact of reduced class sizes and quality feedback. EEF Feedback studies show that gains of 3-4 months are possible, whilst reduced class sizes can see gains of up to 3 months.		Ass HTs	July 2019
	<u>Maths</u> Implementation of Singapore Maths – maths mastery Maths lead CPD – Singapore Maths Train 2 teachers as Maths Mastery Specialist with BBO Maths Hub Improve mental maths – rapid recall and mental strategies Train 3 teachers maths times table sports programme - cascade	We want to ensure good conceptual understanding in maths leading to deep learning. GFJS is using DfE endorsed Singapore Maths scheme– Maths No Problem. When teaching maths for mastery using Maths No Problem pupils are given time to think deeply about the maths and really understand concepts at a relational level rather than as a set of rules or procedures, leading to greater understanding and progress.	Maths lead CPD as part of cluster implementation of Singapore Maths	Maths lead	July 2019
	Keep up surgeries in maths - picking up errors or misconceptions prior to next lesson	We want to create a philosophy for learning of 'keep up' not 'catch up'. Daily timetable slots for pupils who need additional practice or teaching	QA by maths lead		Termly 3x per year Termly – 3x per year

	<p><u>Reading</u> Peer teaching reading programme Y6 and Y4</p> <p>Reciprocal reading</p> <p>1:1 /small group TA interventions</p> <p><u>Writing</u> Small group/1:1 editing and redrafting writing</p> <p>Raise profile of writing across the school to increase engagement</p>	<p>Peer teaching is known to have benefits on attainment – the EEF evaluation of peer tutoring indicates gains of up to five months with gains biggest for pupils from disadvantaged backgrounds or for low attaining pupils. University of Belfast research into cross age paired reading also indicates gains of 1 to 6 months</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>Small group interventions are tailored to individual needs. Allows for 'keep up' as well as 'catch up'</p> <p>Action research such as 'The Butterfly Effect' indicate that pupils make above average progress when given the opportunity to draft, receive feedback / peer assessment and redraft.</p> <p>We aim to make writing as high profile as reading and maths across the school through innovative approaches and competitions</p>	<p>Y4 and Y6 team leaders become familiar with research Training sessions for Y6 prior to starting peer teaching Using materials and guidance from University of Belfast Monitor through reading skills analysis, progress and pupil confidence</p> <p>Teacher + TA CPD Pupil cards and prompts for self-managed groups Learning walks to monitor quality</p> <p>Pupils flexibly group by learning needs QA by reading lead</p> <p>Termly writing moderation</p>	<p>Reading Lead</p> <p>Writing Lead</p> <p>Writing Transformation Team</p>	<p>July 2019</p> <p>Termly</p>
<p>C Improved oracy for learning skills</p>	<p>Train two teachers and HT with Voice 21 regional oracy project – cascaded to all staff</p> <p>Audit school oracy provision and pupil skills and adapt teaching of oracy in response to outcomes</p>	<p>EEF reports that there is an extensive evidence base on the impact of oral language interventions, including a substantial number of meta-analyses and systematic reviews. The evidence is relatively consistent, suggesting that oral language interventions can be successful in a variety of environments. Although the majority of the evidence relates to younger children, there is also clear evidence that older learners, and particularly disadvantaged pupils, can benefit.</p>		<p>Oracy Lead</p>	<p>July 2020</p>

<p>E Increased focus on stretch for higher attaining pupil premium pupils</p>	<p>Raising awareness of HA PP based upon KS1 prior attainment</p> <p>Maths and reading leads support team planning</p> <p>Reading year group cluster twilights – all teachers sharing best practice in inference and vocabulary teaching and learning</p> <p>Improve challenge of reading resources available to Y3 and Y4 HA Readers</p>	<p>We want our pupils to be able to attain above the expected standard</p> <p>All staff need to know who HA PP were at KS1 to ensure that they continue to be challenged and working within the greater depth band.</p> <p>Teachers know how to stretch HA pupils through questioning and tasks in reading and maths</p> <p>Higher percentage of GD readers than in previous Y3 and Y4 cohorts</p>	<p>QA planning and teaching through learning walks and planning meetings</p>	<p>Head</p>	<p>3 x per year</p> <p>April 2019</p> <p>April 2019</p>
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Total budgeted cost **£138 140**

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Improved learning to learn skills and emotional resilience as learners</p>	<p>Staff training coaching to improve learning to learn skills</p> <p>Half term 1:1 coaching and target setting conversations with class teacher focussing on learning to learn skills</p> <p>TAs use Attunement Strategy (metacognition)– target PP pupils in every class</p> <p>Ufton Outdoor Adventure visits - focus on emotional resilience or leadership skills</p>	<p>We want to enable our pupils to take charge of their own learning and have sufficient self-help strategies to be confident and independent learners.</p> <p>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>Metacognition and self-help strategies have consistently high levels of impact – typically 8 months gains (EEF T+L toolkit)</p> <p>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There</p>	<p>CPD for staff in coaching learning to learn skills</p> <p>QA coaching conversations by HT and DHT</p> <p>Pupil identified for Attunement Strategy implementation monitored as part learning walks</p> <p>Teachers liaise with Ufton Adventure and agrees learning focus. Accompanies pupils on visits and continue to work with pupils to sustain and build on achievements back in school</p>	<p>Head</p>	<p>February 2019 July 2019</p>

		is also evidence of an impact on non-cognitive outcomes such as self-confidence. The evidence suggests that the impact is greater for more vulnerable			
B. Accelerate progress in reading, writing and maths	<p>1:1 coaching conversations with pupils focussed on pupils with already good learning to learn skills</p> <p>1:1 maths online coaching programme</p> <p>ABC To Read – additional weekly reading sessions with external reading support</p> <p>Y6 after school booster reading and maths</p>	<p>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>EEF research shows that 1:1 tuition can add on average 5 months progress when sessions are shorts and regular</p> <p>Successful strategy already used by school</p>	<p>CPD for staff in coaching for learning</p> <p>QA coaching conversations by HT and DHT</p> <p>QA by maths lead QA by reading lead</p> <p>Planning and QA by maths lead QA by reading lead</p>	<p>Head</p> <p>Maths lead Reading lead</p>	<p>February 2019 July 2019</p> <p>December 2018 and April 2019</p> <p>July 2019</p>
G Increased attendance rates for pupils eligible for PP, particularly with SEND	<p>Family worker and SENCO support</p> <ul style="list-style-type: none"> - Engaging pupils in wider aspect of school life e.g. clubs, responsibilities - Setting individual termly targets for each pupil - Pupil self-registration - Weekly liaison with parents and home visits - Liaison with EWO - Tracking and reward resources 	<p>Pupils 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.</p>	<p>Seek advice from EWO on effective strategies used by other schools Monitored by EWO</p>	<p>Family worker Senco</p>	<p>6x per year</p>

C.Improve behaviour and emotional resilience, particularly boys in Y4 and Y6	Family worker support ELSA group support - Targeted emotional support with ELSA - Lunch club + chess - Targeted work with families - Parenting workshop	Higher number of PP boys with recorded behaviour incidents than other pupils 2016/17 and 2017/18 Lack of emotional resilience impacts on learning. EEF research into 'Chess in School' indicates many schools felt it had a positive impact on peer relationships, pupil behaviour, self-esteem and pupils' ability to slow down and think about problems. EEF identifies the link between parental engagement and pupil outcomes.	3 day ELSA training for Family Worker LA termly supervision ELSAs Implementation overseen by SENCO Analysis of behaviour records by DHT	Family Worker	6 x per year
I. Early identification and pastoral support for PP pupils with mental health conditions	SENCO support Family worker support Targeted 1:1 support with ELSAs Parenting support		Head overseeing pastoral provision Support of PMHW in identification and planning appropriate pastoral programmes	SENCO	6x per year
Total budgeted cost					£63 020

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
E. Increased participation in wider school life	Targeted funded places at after school clubs and on visits/trips and residential visits Opportunities to learn a musical instrument	Pupils who 'buy in' to school are more likely to attend school. In addition to learning inside the classroom, children learn a great deal through exposure to external learning experiences. It is important that all children have equal access to these opportunities. After school clubs provide opportunities outside of many of our pupils experiences. School is able to fund these at a lower cost. EEF research into sports participation indicates that pupil participation in sports activities even when not directly linked to	Allocation overseen by enrichment lead Priority places offered for after schools clubs Clubs coffee morning and assembly to inform parents of clubs Targeted contact with individual families to encourage participations	Enrichment lead	End of year analysis of participation

		academic interventions can have a positive impact of an additional two months.			
G, Raise future aspirations on pupils and improve engagement of parents in supporting learning	<p>Links with and visits to University of Reading</p> <ul style="list-style-type: none"> - Public speaking - Poetry competition <p>Y5 inspire careers week – work experience in arrange of businesses in Reading</p> <p>Termly curriculum leaflet sent home outlining learning for each year group</p> <p>Learning together in school sessions</p> <p>Workshops for parents</p> <p>How we teach reading and maths videos on website and used at workshops</p>	<p>Pupils become familiar with the concept of further education</p> <p>Raising awareness of jobs/life outside of immediate community</p> <p>Parents that are well informed about the curriculum and methods of learning are better able to support pupils at home</p>	Events planned into curriculum to allow sufficient time for teaching and learning	DHT	Analysis of attendance and feedback after each event
Total budgeted cost					£10 560