

Geoffrey Field Junior School

Pupil premium strategy statement 2020/21

1. Summary information					
School	Geoffrey Field Junior School				
Academic Year	2020/21	Total PP budget	£194,808	Date of most recent PP Review	Ofsted May 2018
Total number of pupils	350	Number of pupils eligible for PP	139 (40%)	Date for next internal review of this strategy	July 2021

Current attainment									
End of KS2 outcomes	2017/18			2018/19			2019/20		
	<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)	73% (14%)	64% (18%)	80% (33%)	73% (14%)	64% (18%)	80% (33%)	No data collected due to school closure during pandemic		
% achieving ARE in writing (higher standard)	69% (15%)	67% (11%)	83% (24%)	69% (15%)	67% (11%)	83% (24%)			
% achieving ARE in maths (higher standard)	52% (11%)	64% (14%)	81% (28%)	52% (11%)	64% (14%)	81% (28%)			
% achieving ARE in grammar, punctuation and spelling (higher standard)	74% (26%)	67% (23%)	82% (39%)	74% (26%)	67% (23%)	82% (39%)			
% achieving ARE in reading, writing and maths (higher standard)	48% (5%)	51% (4%)	70% (12%)	48% (5%)	51% (4%)	70% (12%)			
progress in reading	-3.0	-0.6	+0.3	-3.0	-0.6	+0.3			
progress in writing	-1.0	-0.4	+0.2	-1.0	-0.4	+0.2			
progress in maths	-3.1	-0.6	+0.3	-3.1	-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 and limited vocabulary	
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 in wider 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	
J	Poor health & fitness	
K	Engagement of parents in supporting 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 able to complete well-pitched tasks independently
B	Accelerated progress in reading writing and maths	Attainment gap between PP and nonPP pupils reduced in all cohorts for reading, writing and maths
C	Weak oracy skills to support learning and limited vocabulary	Pupils are able to effectively explore their thinking Pupils are able to challenge others' ideas Pupils are able to choose their words carefully to suit an audience or purpose Pupils are able to recognise taught words and apply them in a context
D	Improved behaviour and emotional resilience of targeted pupils	The proportion of behaviour incidents involving pupil premium children is relative to the percentage of the school. Pupils demonstrate tolerance inside and outside of the classroom.
E	Increased focus on stretch for higher attaining pupil premium pupils	Increased % pupils working at greater depth in reading, writing and maths. Increase % of pupils working at the combined for RWM.

F	Engagement in school life	Increased in number of PP pupils attending after school clubs Increase in PP pupils engaging in whole school opportunities outside of the classroom (digital leader, eco-committee, inspiring writing team, sports leaders, library team) Improved attendance (see G)
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	Pupils have raised awareness of future learning and job options
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 Embed mental health as a strand of learning in the PSHE curriculum
J	Poor health & fitness	More pupils involved in physical activity outside of PE Increase in children choosing healthy snacks Engage parents with healthy eating initiative
K	Engagement of parents in supporting learning	Parent attendance at school events and workshops increases Parents feel that the school is offering support in learning at home

4. Planned expenditure

Academic year

2020/21

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?
<p>B Accelerate progress in reading, writing and maths</p>	<p>Year 6 Reduce class sizes Reduced class sizes to provide a higher ratio of adults to children allowing for more direct assessment and feedback.</p> <p>Maths Surgeries Surgeries for identified pupils after lessons to reteach, give practice time or apply learning.</p> <p>Mental maths To improve mental maths across the school, CPD to be provided to all staff to support the focused teaching of mental strategies in collaboration with the maths no problem DfE endorsed scheme. Misconceptions are addressed prior to next lesson.</p> <p>Targeted Interventions Formative and summative assessments used to identify common gaps in learning and targeted small group and or 1-1 interventions planned.</p> <p>Reading</p> <p>Phonics Focused phonics teaching for pupils who still require teaching of segmenting with reading and spelling in small groups or on a 1-1 basis.</p>	<p>Upper KS2 has higher PP % than lower. 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.</p> <p>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</p> <p>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.</p> <p>The EEF research shows that targeted interventions in one-to-one or small group settings show a consistent impact on attainment of approximately three to four additional months' progress.</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.'</p>	<p>Planned in collaboration with UKS2 teaching teams</p> <p>Maths lead CPD in line with the core Singapore maths mastery approach</p> <p>QA by maths lead</p> <p>Additional training provided to teachers and TAs who are</p>	<p>Ass HTs</p> <p>Maths lead</p> <p>DHT</p> <p>Head</p>	<p>Termly to review progress and adapt groupings where necessary</p> <p>July 2020 Termly 3x per year</p> <p>Termly</p>

	<p>Reciprocal reading To support pupil's development of reading comprehension strategies and to improve their ability to discuss their opinions about a text and the vocabulary they encounter.</p> <p>1:1 /small group TA interventions Focused reading sessions to increase the amount of reading pupils encounter each day.</p> <p>Raise profile of reading</p> <p>Writing</p> <p>Phonics Focused phonics teaching for pupils who still require teaching of segmenting spelling in small groups or on a 1-1 basis.</p> <p>Small group/1:1 editing Small focused writing</p> <p>Raise profile of writing Increase the profile of writing</p>	<p>The school's approach ensures that pupils who are not secure with their phonics by the end of KS1, are not missed and given the focused phonics teaching they need.</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 tailored interventions to individual needs. Allows for 'keep up' as well as 'catch up'</p> <p>OUP (2017) guidance on outstanding reading suggests that celebrating reading and raising its profile within the school is one of the six main strategies for improving reading on a whole school level.</p> <p>UK and international research shows overwhelmingly that systematic phonics is the most effective way of teaching reading to children of all abilities and educational backgrounds</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>delivering the programme. Additional NQT training in phonics.</p> <p>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>Inspiring Writing Team</p>	<p>July 2020</p> <p>Termly</p>
<p>C Improved oracy for learning skills and programme to expand pupils useable vocabulary</p>	<p>Oracy</p> <p>Train two oracy leaders Train two new oracy leaders to work as part of the oracy team to promote exploratory and presentational discussion across the curriculum.</p> <p>CPD for staff Additional training for teachers and TAs so that role out of oracy teaching is consistent and effective.</p> <p>Oracy Posters</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.</p> <p>The Chartered College of teaching research also supports the use of oracy in improving cognitive processing, personal and social skills and civic engagement and empowerment.</p>	<p>Teacher + TA CPD</p>	<p>Oracy Lead</p>	<p>July 2020</p>

	<p><u>Vocabulary</u></p> <p>CPD for whole staff Introduction of whole school approach to vocabulary, identifying, teaching and consolidating tier 2 vocabulary.</p> <p>Training Research-based specialist training on infusing vocabulary into the curriculum.</p>	<p>Research from amongst others Oxford University Press suggest 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 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>		Deputy Head	July 2020
E Increased focus on stretch for higher attaining pupil premium pupils	<p>Raise awareness of PP GDS Teachers will be provided detailed analysis of their greater depth pupils</p> <p>Embedding previous year's CPD on stretching the highest attainers Adaptations made to lesson planning so that greater depth pupils are challenged in sessions.</p>	<p>We have ambitious expectations for all of our pupils.</p> <p>All staff need to know whom their HA PP were at KS1 to ensure that work is always challenging.</p> <p>Teachers know how to stretch HA pupils through questioning and tasks in reading and maths</p> <p>Percentage of pupils working above expected in reading higher than national in the majority of year cohorts</p>	QA planning and teaching through learning walks and planning meetings	Head	3 x per year 2020
Total budgeted cost					£ 125,344
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?
A. Improved learning to learn skills and emotional resilience as learners	<p>1:1 coaching sessions Depending on the need, PP pupils 1:1 coaching can be focused on improving learning skills (i.e. independence, contribution, etc...).</p> <p>One page profile – supported by school SENCo All SEN pupils have a one page profile detailing current targets and provisions</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>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</p>	Head	December 2019 April 2020 July 2020

	<p>being made in the classroom to support their achievement.</p> <p>School Values Acknowledgement of resilience in learning through the school values reward system.</p> <p>ELSA support Targeted ELSA support available where appropriate.</p>	<p>PHE research project on building children's resilience in schools evidence shows that resilience could 'contribute to healthy behaviours, higher qualifications and skills, better employment, better mental Wellbeing' and that schools have 'a key opportunity to build resilience among children'</p>	<p>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>B. Accelerate progress in reading, writing and maths</p>	<p>Third Space Learning Weekly, remote maths tuition on a 1:1 basis for targeted PP pupils</p> <p>1:1 coaching Pupils receive weekly coaching sessions with a class TA focusing on improving targeted areas in reading, writing or maths. Targets are reviewed by the child and their class teacher on a termly basis.</p> <p>Y6 Boosters After school booster sessions for 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>Termly</p> <p>July 2020</p>
<p>G Increased attendance rates for pupils eligible for PP, particularly with SEND</p>	<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 - Liaison with EWO - Tracking and reward resources 	<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>Seek advice from EWO on effective strategies used by other schools.</p> <p>Monitored by EWO.</p> <p>Regular data review to ensure that support in place is having the desired impact on attendance figures.</p>	<p>Family worker</p>	<p>6x per year</p>

<p>C. Improve behaviour and emotional resilience of targeted pupils</p>	<p>Family worker support ELSA group support Targeted emotional support for pupils delivered by school family worker or trained ELSA.</p>	<p>Lack of emotional resilience impacts on learning.</p> <p>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.</p> <p>EEF identifies the link between parental engagement and pupil outcomes.</p>	<p>3 day ELSA training for Family Worker LA termly supervision ELSAs Implementation overseen by SENCO</p> <p>Analysis of behaviour records by DHT</p>	<p>Head Family Worker</p>	<p>6 x per year</p>
<p>I. Early identification and pastoral support for PP pupils with mental health conditions</p>	<p>Identification behaviour tracking Consistent whole school approach to tracking behaviour allowing the identification of pupils requiring additional intervention.</p> <p>ELSA support Targeted emotional support for pupils delivered by school family worker or trained ELSA.</p> <p>ELSA Training Additional ELSA training to increase the capacity to deliver emotion support to pupils where needed.</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>Head overseeing pastoral provision Support of PMHW in identification and planning appropriate pastoral programmes</p>	<p>SENCO</p>	<p>6x per year</p>
Total budgeted cost					<p>£ 54,383.18</p>
<p>iii. Other approaches</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<p>E. Increased participation in wider school life</p>	<p>Targeted places trips/clubs Increase attendance in extra-curricular opportunities for PP pupils.</p>	<p>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</p>	<p>Allocation overseen by enrichment lead</p>	<p>Enrichment lead</p>	<p>End of year analysis of participation</p>

	<p>Targeted places for school groups Increase PP representation in school groups, giving PP pupils are greater say in the direction that initiatives in school are run.</p> <p>Family worker supporting parents Helping to facilitate pupils involvement in wider school life.</p>	<p>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.</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>Priority places offered for after schools clubs</p> <p>Clubs coffee morning and assembly to inform parents of clubs</p> <p>Targeted contact with individual families to encourage participations</p>		
<p>G. Raise future aspirations of pupils</p>	<p>Workshops for parents Helping parents to support their child's learning at home.</p> <p>Inspire week A career week to give pupils experience of possible career options in the local area, incorporating visits out and visitors into school.</p> <p>Enterprise week A week long entrepreneurial project where pupils organise and run a whole school event.</p> <p>Inter-school competitions Increased opportunities for pupils to engage in competitive sport with other schools.</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>	<p>Events planned into curriculum to allow sufficient time for teaching and learning</p>	DHT	<p>Analysis of attendance and feedback after each event</p>
<p>J. Improve the health and fitness of targeted PP pupils and engage parents with healthy eating initiative</p>	<p>Parent Child Fitness Sessions Parent and child club to promote health and fitness through cooking</p> <p>School Allotments Planned unit around a 'Pop-up' café using food grown in the school allotments to make healthy snacks</p>	<p>Research suggests a strong link between socioeconomic status and health/fitness.</p>	<p>Targeted places offered</p> <p>Events planned into curriculum to allow sufficient time for teaching and learning</p>		

<p>K. Engagement of parents in supporting learning</p>	<p>Virtual parent workshops Helping parents to support their child's learning at home through virtual sessions for upper and lower school.</p> <p>Afternoon parent sessions Afternoon craft/project sessions for parents to come and work with their children in the classroom (<i>Coivd restriction dependent</i>)</p> <p>Website Videos guides to support learning at home.</p>				
Total budgeted cost					£ 14,612.20