

Geoffrey Field Junior School

Pupil premium strategy impact review 2019/20

1. Summary information					
School	Geoffrey Field Junior School				
Academic Year	2019/20	Total PP budget	£207,120	Date of most recent PP Review	Ofsted May 2018
Total number of pupils	356	Number of pupils eligible for PP	139 (39%)	Date for next internal review of this strategy	July 2020

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%)	59% (20%)	62% (14%)	78% (31%)	No data collected due to school closure during pandemic		
% achieving ARE in writing (higher standard)	69% (15%)	67% (11%)	83% (24%)	67% (15%)	68% (9%)	83% (24%)			
% achieving ARE in maths (higher standard)	52% (11%)	64% (14%)	81% (28%)	72% (13%)	67% (13%)	84% (31%)			
% achieving ARE in grammar, punctuation and spelling (higher standard)	74% (26%)	67% (23%)	82% (39%)	58% (8%)	67% (3%)	83% (41%)			
% achieving ARE in reading, writing and maths (higher standard)	48% (5%)	51% (4%)	70% (12%)	54% (2%)	51% (19%)	71% (13%)			
progress in reading	-3.0	-0.6	+0.3	-2.1	0.0	+0.3			
progress in writing	-1.0	-0.4	+0.2	-1.0	-0.2	+0.3			
progress in maths	-3.1	-0.6	+0.3	-2.1	+0.3	+0.4			

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

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 (issues which also require action outside school, such as low attendance rates)

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

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Impact</i>	<i>Evidence</i>	<i>Next Steps</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		<ul style="list-style-type: none"> Pupil Premium coaching focus Weekly TA check-in on coaching target reviewing action plan Reduction in number of children requiring learning to learn target Learning walk focusing on behaviour/attitude to learning 	<ul style="list-style-type: none"> Continue PP coaching and TA check-in sessions Introduce consistent structure of 1-1 coaching conversations across the school
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		<ul style="list-style-type: none"> No end of KS2 data 2019/20 Pupil premium gap data Accelerated progress between previous year and Spring 2020 	<ul style="list-style-type: none"> Identify PP pupils who have slipped back since the lockdown Precision gap analysis Intervention and priority curriculum teaching
C	Weak oracy skills to support learning and limited vocabulary	Pupils are able to effectively explain their thinking and ideas			

		<p>Pupils are able comment on and politely challenge others' ideas</p> <p>Pupils are able to adapt their speaking style/tone for different situations</p> <p>Pupils are able to choose their words carefully to suit an audience or purpose</p>		<ul style="list-style-type: none"> Oracy audit data School Improvement Calendar Whole school training logs 	<ul style="list-style-type: none"> Revisit training from Spring 2020 Relaunch whole school vocabulary strategy Focus on consolidation opportunities across the curriculum
D	Improved behaviour and emotional resilience of targeted pupils	<p>Fewer behaviour incidents recorded for these pupils on the school system - classroom and lunchtime</p> <p>Pupils are more resilient academically and socially</p>		<ul style="list-style-type: none"> Incident reduction figures Behaviour tracking Racist incident logs 	<ul style="list-style-type: none"> Continue to track behaviour with clear and consistent expectations across the school
E	Increased focus on stretch for higher attaining pupil premium pupils	Increased % pupils working at greater depth in reading, writing and maths		<ul style="list-style-type: none"> End of KS2 data Internal attainment data up to Spring 2020 Work scrutiny 	<ul style="list-style-type: none"> A continued emphasis on greater depth opportunities in reading and maths Raise the profile of reading across the school
F	Engagement in school life	<p>Pupil questionnaire shows that PP pupils enjoy school as much as other pupils</p> <p>Increased uptake at after school clubs</p> <p>Increase in pupils engaging in whole school opportunities outside of the classroom (digital leader, eco-committee, inspiring writing team, sports leaders, library team)</p> <p>Improved attendance – see F</p>		<ul style="list-style-type: none"> Club attendance data School groups attendance data 	<ul style="list-style-type: none"> Targeted places in clubs for pupil premium pupils Review PP involvement in school groups termly
G	Increased attendance rates for pupils eligible for PP, particularly with SEND	<p>Continue to ensure that persistent absentees among pupils eligible for PP to below 8% (in line with national PA for all pupils)</p> <p>Increase overall PP attendance to 96% (in line with school all pupils)</p>		<ul style="list-style-type: none"> Attendance data 	<ul style="list-style-type: none"> FW to continue to support families with attendance Attendance competitions for persistent absent children Whole school attendance competitions EWO involvement with school
H	Raise future aspirations on pupils and improve engagement of parents in supporting learning	<p>Pupils have raised awareness of future learning and job options</p> <p>Parents feel better able to support learning</p>		<ul style="list-style-type: none"> School improvement Calendar School Website 	<ul style="list-style-type: none"> Where possible, continue to attend aspirational competitions Review school annual calendar and incorporate intra-school competitions Update home learning agreement Continue to improve parental support on school website
I	Early identification and pastoral support for PP pupils with mental health conditions	<p>Successful completion of pastoral support programmes</p> <p>Improved engagement of pupils with identified mental health conditions</p>		<ul style="list-style-type: none"> ELSA records Behaviour tracking 	<ul style="list-style-type: none"> Trained ELSA in every area Improved association between behaviour tracking and ELSA support provided.

		Embed mental health as a strand of learning in the PSHE curriculum			<ul style="list-style-type: none"> Develop a manageable approach to ELSA support within the confines of social distancing protocols
J	Poor health & fitness	<p>More pupils involved in physical activity outside of PE</p> <p>Increase in children choosing healthy snacks</p> <p>Engage parents with healthy eating initiative</p>		<ul style="list-style-type: none"> Club data Curriculum planning 	<ul style="list-style-type: none"> Promote healthy snack choices Run incentives to promote walking/riding to school Incorporate school allotments into curriculum planning School health and fitness team to lead initiatives across school

4. Planned expenditure																									
Academic year	2019/20																								
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	Impact Review	RAG	Next Steps																					
B Accelerate progress in reading, writing and maths	<p>Reduced class sizes Y6 for reading and maths in order to provide higher adult/pupil interaction and formative feedback</p> <p>Additional TA across lower and upper KS2 –to provide higher adult/pupil interaction and formative feedback</p>	<p>Y6 class sizes reduced through use of SLT teaching time in maths and reading, allowing for more pupil interaction and greater focus on teaching to pupil gaps.</p> <p>In light of no end of KS2 data from 2020, the data below shows the school's end of KS2 results from 2019. The school's pupil premium children performed well in both Writing and Maths, scoring in line or above local and national figures.</p> <p>The proportion of pupil premium pupils achieving above the expected standard is the highest the schools has achieved in the past three years. The results are above both local and national in reading and writing and broadly in line in maths.</p>	<table border="1"> <tr> <td>R</td> <td>W</td> <td>M</td> </tr> <tr> <td>E</td> <td>R</td> <td>A</td> </tr> <tr> <td>A</td> <td>I</td> <td>T</td> </tr> <tr> <td>D</td> <td>T</td> <td>H</td> </tr> <tr> <td>I</td> <td>I</td> <td>S</td> </tr> <tr> <td>N</td> <td>N</td> <td></td> </tr> <tr> <td>G</td> <td>G</td> <td></td> </tr> </table>	R	W	M	E	R	A	A	I	T	D	T	H	I	I	S	N	N		G	G		<ul style="list-style-type: none"> Identify PP pupils who have slipped back since the lockdown Precision gap analysis Intervention and priority curriculum teaching
R	W	M																							
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Maths
Implementation of Singapore Maths – maths mastery

Maths lead CPD – Singapore Maths

Train 2 teachers (and the lead lead) as Maths Mastery Specialist with BBO Maths Hub

Improve mental maths – rapid recall and mental strategies

Keep up surgeries in maths - picking up errors or misconceptions prior to next lesson

Reading
Regular focused phonic teaching for targeted pupils

Peer teaching reading programme Y6 and Y4

Reciprocal reading

1:1 /small group TA interventions

Writing

	Percentage Achieving the Expected Standard			Percentage Achieving Above the Expected Standard		
	School	Local (Reading)	National ¹	School	Local (Reading)	National
Reading (SATs Test)	59%	61%	64%	20%	14%	18%
Writing (Teacher Assessment)	67%	62%	67%	15%	9%	11%
Maths (SATs Test)	72%	65%	64%	13%	13%	14%
RWM Combined	54%	48%	51%	2%	3%	4%

An additional year 6 maths group was added at the beginning of Spring Term made up of predominantly pupil premium pupils, to further focus the learning to the needs of the pupils.

The Percentage of PP pupils achieving the expected standard at the End of KS2 over past 3 years <i>(using available data)</i>			
	2017	2018	2019
Reading SATS	60%	73%	59%
Writing TA	65%	69%	67%
Maths SATS	65%	52%	72%
Combined	43%	48%	54%

¹ National figures taken from the NCER national reports as official DfE pupil group results are not published until December 2019.

Small group/1:1 editing and redrafting writing

Raise profile of writing across the school to increase engagement

The three-year trend for pupil premium attainment at the end of KS2 shows an improving picture in writing and maths, which is reflected in the percentage achieving, combined RWM. The picture in reading is less consistent.

The school continued to embed Singapore Maths – maths mastery across all year groups. This was supported by the maths coordinators involvement in our cluster hub meetings and the training of two teachers as maths mastery specialists with the BBO Maths Hub.

Mental Maths								
Times Table Statistics from Summer 2019 compared to Spring 2020								
	Competent with x2, x5, x10 Times Tables		Competent with x3, x4, x8 Times Tables		Competent with x6, x7, x8, x9, x11, x12 Times Tables		Completed 40 mixed Times Tables In 2 minutes	
	Sum 2019	Spr 2020	Sum 2019	Spr 2020	Sum 2019	Spr 2020	Sum 2019	Spr 2020
Y3		58%		37%		21%		7%
Y4	74%	93%	28%	57%	23%	36%	7%	18%
Y5	86%	96%	67%	76%	58%	67%	37%	47%
Y6	93%	94%	83%	90%	75%	81%	49%	64%

With no end of year data, below is the end of KS2 data for 2019. The data shows the attainment gap between pupil premium pupils and non-pupil premium pupils compared to local and national data.

	Pupil Premium Attainment Gap Achieving AT the Expected Standard			Pupil Premium Attainment Gap Achieving ABOVE the Expected Standard		
	School	Local	National	School	Local	National
Reading (SATs Test)	19%	13%	15%	4%	17%	13%
Writing (Teacher Assessment)	17%	19%	16%	9%	11%	13%
Maths (SATs Test)	21%	17%	19%	20%	13%	7%
RWM Combined	17%	20%	20%	12%	9%	9%

		<p>The school's pupil premium gap is better than national in combined results and broadly in line with writing. In reading and maths, the gap is larger than that of national (4% reading and 2% maths).</p> <p>The gap above the expected standard is smaller than national in both reading and writing, which is important to note as the percentage of PP pupils achieving the highest standard was above that of local or national in these subjects.</p>		
<p>C Improved oracy for learning skills and programme to expand pupils useable vocabulary</p>	<p><u>Oracy</u> Train four teachers with Voice 21 pioneer regional oracy project</p> <p>Enrol two teachers on the Voice 21 leaders programme to run a focused vocabulary/curriculum project across the school.</p> <p>Voice 21 leaders to disseminate teaching to staff and support embedding of oracy within curriculum planning.</p> <p>Audit school oracy provision and pupil skills and adapt teaching of oracy in response to outcomes.</p> <p><u>Vocabulary</u> Initiate a structured whole school approach to the teaching of cross-curricular vocabulary.</p>	<p>Two members of staff continued the Oracy Leaders project and 2 new members of staff joined the Oracy Pioneers course.</p> <p>The whole school self-audit evaluation showed that the school had made progress in 68% of the oracy focus areas over since the initial assessment. The most stark improvement area was the visibility of oracy within the classroom demonstrating that oracy is becoming embedded in practice.</p> <p><u>Vocabulary</u> Staff training delivered to all teachers and teaching assistants on the value of vocabulary teaching and a model for the introduction of unfamiliar words has been selected.</p> <p>Teachers have selected tier 2 vocabulary for foundation subjects that, prior to the lockdown, was going to form the core vocabulary teaching for the Spring/Summer term.</p>		<ul style="list-style-type: none"> • Train 2 new members of staff as pioneers • Revisit oracy staff training • Complete school audit in Summer 2021
<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 good assessment opportunities in reading.</p> <p>Improve challenge of reading resources available to Y3 and Y4 HA Readers</p>	<p>A school-wide approach to raise awareness of KS1 attainment has had a good impact on teacher's knowledge of their class's progress over KS2. Class teachers are provided with detailed data analysis on the attainment/progress of their highest attainers at KS1, which is then discussed as a team with SLT during pupil progress meetings.</p> <p>An increased focus on stretching the highest attaining pupil premium pupils has been a strategy target for the past three years. The table below displays the positive trend of end of KS2 data where the percentage of pupil premium children achieving above the expected standard has increased in most areas, notably with combined attainment.</p>	<p>R E A D I N G</p> <p>W R I T I N G</p> <p>M A T H S</p>	<ul style="list-style-type: none"> • A continued emphasis on greater depth opportunities in reading and maths • Raise the profile of reading across the school

Pupil Premium Pupils achieving ABOVE the Expected standard			
<i>End of KS2 data</i>			
	2017	2018	2019
Reading SATS	8%	14%	20%
Writing TA	3%	15%	15%
Maths SATS	15%	11%	13%
Combined	3%	5%	2%

The focus on greater depth pupils has also reflected positively against local and national data, where the school's PP results for those achieving above the expected standard are above local and national figures in both reading and writing.

Percentage of Pupil Premium Pupils Achieving Above the Expected Standard at End of KS2			
<i>(2019 data)</i>			
	School	Local	National
Reading (SATs Test)	20%	14%	18%
Writing (Teacher Assessment)	15%	9%	11%
Maths (SATs Test)	13%	13%	14%
RWM Combined	2%	3%	4%

This year, an emphasis on planning for the highest attainers in reading and maths is beginning to have an impact on the number of pupil premium pupils working above expected. However, the greatest improvement in greater depth pupil premium numbers has been in writing. Moderation and planning support from the literacy coordinators has increased the number of planned opportunities in lessons for greater depth pupils to demonstrate their compositional abilities.

The Percentage of pupils working above the expected standard in core subjects from Summer 2019 to Spring 2020.
(internal data)

		Summer 2019		Autumn 2019		Spring 2020	
	Year	PP	Non-PP	PP	Non-PP	PP	Non-PP
Reading	3	31%	47%	18%	35%	24%	42%
	4	16%	30%	10%	30%	10%	30%
	5	33%	55%	26%	52%	27%	54%
	6	28%		26%	26%	31%	26%
Writing	3	12%	15%	12%	16%	15%	18%
	4	10%	9%	10%	9%	9%	3%
	5	5%	25%	11%	20%	11%	23%
	6	18%		11%	6%	21%	14%
Maths	3	24%	42%	18%	33%	18%	32%
	4	13%	25%	13%	18%	7%	18%
	5	13%	37%	8%	30%	8%	31%
	6	21%		16%	24%	15%	28%

Reading twilights across WEC schools were attended by all year groups in the Autumn term and focused on the sharing of good practice and the accurate assessment of reading.

The number of challenge reading resources has been reviewed and improved by the literacy coordinators.

Total budgeted cost £ 137,462

ii. Targeted support

Desired outcome	Chosen action/approach	Impact Review	RAG	Next Steps
A. Improved learning to learn skills and emotional resilience as learners	<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 and reading, writing and maths</p> <p>Weekly TA 1:1 coaching, reviewing targets and individual action plan</p> <p>Ufton Outdoor Adventure visits - focus on emotional resilience or leadership skills</p>	<p>Teachers reported seeing a marked improvement in the speed at which pupils settled to work and a rise in the level of independence.</p> <p>1-1 coaching sessions were carried out on a weekly basis by teaching assistants with teachers having target setting time with each child every large term.</p>		<ul style="list-style-type: none"> Continue PP coaching and TA check-in sessions Introduce consistent structure of 1-1 coaching conversations across the school

B.
Accelerate progress in reading, writing and maths

1:1 coaching conversations between pupils and teacher focussed on pupils with already good learning to learn skills.

Weekly 1:1 coaching conversations with TA

1:1 maths online coaching programme. ABC To Read – additional weekly reading sessions with external reading support.

Y6 after school booster reading and maths

Teachers were allocated time on a termly basis with each pupil premium child to discuss their learning, looking at the progress made towards previous targets and to set new ones. The targets, as discussed earlier, were either focused on developing the pupil's 'Learning to learn' skills or a particular strand of reading, writing or maths.

To ensure that these targets were at the forefront of the pupil's mind, weekly coaching conversations between the child and the class TA were carried out. These conversations discussed the pupil's progress towards achieving their target and planned additional actions for the week to come.

The emphasis of the coaching conversations is to empower the child to achieve their targets by identifying what actions they, often independently, can make.

The data below shows the accelerated progress made by pupil premium pupils in comparison to non-pupil premium pupils during the 2019/20 academic year (up to Spring school closures).

Percentage of Pupils making Accelerated Progress Comparison Pupil Premium vs. Non-Pupil Premium						
	Reading		Writing		Maths	
	Pupil Premium	Non-Pupil Premium	Pupil Premium	Non-Pupil Premium	Pupil Premium	Non-Pupil Premium
Year 3	4%	9%	13%	5%	9%	5%
Year 4	7%	5%	7%	5%	3%	5%
Year 5	8%	8%	15%	8%	8%	20%
Year 6	18%	10%	28%	14%	8%	12%

Pupil premium pupils broadly achieved greater progress than non-pupil premium pupils in reading, with stronger progress being made in year 6 where there were also smaller class sizes.

In Writing, pupil premium pupils consistently achieved greater accelerated progress than non-pupil premium pupils. This was again most evident in upper KS2, where the majority of pupils were setting core subject targets in the coaching sessions compared to lower KS2.

In numeracy however, accelerated progress for pupil premium pupils was not as strong as non-pupil premium or in comparison to other subjects. This could be due to the reduced number of PP pupils who had 1-1 tuition through Third Space and the focus on deep understanding rather than rushing pupils through the objectives.

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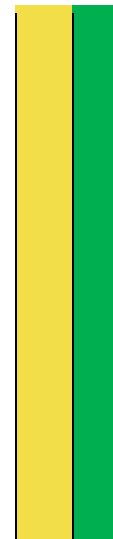
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Pupil premium progress measures from KS1 show an improvement in both reading and maths based on 2019 end of KS2 data. These figures are below that of national and local but do follow the national trend of junior schools progress measures being negative. In light of this, the school has for the past three years been baselining all pupils at the beginning of KS2.

Pupil Premium Pupils Progress Measures from KS1		
<i>End of KS2 data</i>		
	2018	2019
Reading SATS	-3.0	-2.1
Writing TA	-1.0	-1.0
Maths SATS	-3.1	-2.1



G
Increased attendance rates for pupils eligible for PP, particularly with SEND

- Family worker and SENCO support
- 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

Figures for attendance during the Autumn term (2019) for pupil premium pupils were considerably above the most recent national statistics. The average PP pupil attendance was actually higher than all pupil statistics nationally.

Attendance Figures for 2019-20		
Autumn Term		
	Overall attendance%	
	Term 1	Term 2
All Pupils	97.0%	96.8%
Pupil Premium Pupils	96.9%	95.9%
National All Pupils (2017/18)	96.0%	
National Pupil Premium (2017/18)	94.4%	

The school pastoral support actively engage families and support families who previously have been identified as having low or concerning attendance. The school also worked closely with the Education Welfare Officer. Pupil self-registration and individual attendance rewards were also used in addition to school-wide attendance competitions.

Persistent Absences		
	2018/19	2019/20 (Autumn Term)
School	3.9%	5.0%
Local Authority		11.5%
National	16.5%	13.1%

Persistent absenteeism at the school continue to be very low in comparison to local and national levels.

- FW to continue to support families with attendance
- Attendance competitions for persistent absent children
- Whole school attendance competitions
- EWO involvement with school

<p>C. Improve behaviour and emotional resilience of targeted pupils</p>	<p>Family worker support ELSA group support</p> <ul style="list-style-type: none"> - Targeted emotional support with ELSA - Lunch club + chess - Targeted work with families - Parenting workshop 	<p>Through detailed behaviour tracking, pastoral support is offered through our ELSAs at the earliest suitable stage.</p> <p>Due to the lockdown, the behaviour data below is a termly average from the terms prior to lockdown. The data shows that incidents of poor behaviour continue to be low across the school.</p> <table border="1" data-bbox="882 323 1700 732"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">2017/18</th> <th colspan="3">2018/19</th> <th colspan="3">2019/20</th> </tr> <tr> <th>All</th> <th>PP</th> <th>% of incident</th> <th>All</th> <th>PP</th> <th>% of incident</th> <th>All</th> <th>PP</th> <th>% of incident</th> </tr> </thead> <tbody> <tr> <td>Behaviour Entries</td> <td>91</td> <td>50</td> <td>55%</td> <td>163</td> <td>97</td> <td>59%</td> <td>45</td> <td>13</td> <td>29%</td> </tr> <tr> <td>Discrimination Incidents</td> <td>18</td> <td>10</td> <td>56%</td> <td>14</td> <td>4</td> <td>29%</td> <td>1</td> <td>1</td> <td>100%</td> </tr> <tr> <td>Bullying Incidents</td> <td>3</td> <td>2</td> <td>66%</td> <td>1</td> <td>0</td> <td>0%</td> <td>1</td> <td>0</td> <td>0%</td> </tr> </tbody> </table> <p>The data over the past three years shows an improving picture in terms of behaviour in all three tracked areas. Behaviour entries and incidents of discrimination have decreased most markedly.</p> <p>The percentage of behaviour entries relating to pupil premium pupils has decreased significantly compared to the previous two years.</p>		2017/18			2018/19			2019/20			All	PP	% of incident	All	PP	% of incident	All	PP	% of incident	Behaviour Entries	91	50	55%	163	97	59%	45	13	29%	Discrimination Incidents	18	10	56%	14	4	29%	1	1	100%	Bullying Incidents	3	2	66%	1	0	0%	1	0	0%		<ul style="list-style-type: none"> • Monitor behaviour data on a half termly basis • Targeted ELSA support • FW to coordinate ELSAs across school • PSHE curriculum to be adapted where necessary to address concerns
	2017/18			2018/19			2019/20																																														
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Discrimination Incidents	18	10	56%	14	4	29%	1	1	100%																																												
Bullying Incidents	3	2	66%	1	0	0%	1	0	0%																																												
<p>I. Early identification and pastoral support for PP pupils with mental health conditions</p>	<p>SENCO support Family worker support Targeted 1:1 support with ELSAs Parenting support</p>	<p>Targeted 1:1 and group ELSA support has helped support the wellbeing of pupils with mental health conditions. The Autumn Term figures are provided below.</p> <table border="1" data-bbox="882 1098 1700 1385"> <thead> <tr> <th colspan="8">Type of support</th> </tr> <tr> <th>Anxiety</th> <th>Friendship</th> <th>Positive mind-set</th> <th>Anger Management/ Managing emotions</th> <th>Self esteem</th> <th>Nurture</th> <th>Divorce</th> <th>Bereavement</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>3</td> <td>3</td> <td>4</td> <td>2</td> <td>1</td> <td>0</td> <td>6</td> </tr> </tbody> </table> <p>The behaviour data listed in target C. demonstrates the positive impact the school-wide ELSA support is having across the school.</p>	Type of support								Anxiety	Friendship	Positive mind-set	Anger Management/ Managing emotions	Self esteem	Nurture	Divorce	Bereavement	7	3	3	4	2	1	0	6		<ul style="list-style-type: none"> • Trained ELSA in every area • Improved association between behaviour tracking and ELSA support provided. • Develop a manageable approach to ELSA support within the confines of social distancing protocols. 																									
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Anxiety	Friendship	Positive mind-set	Anger Management/ Managing emotions	Self esteem	Nurture	Divorce	Bereavement																																														
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iii. Other approaches

Desired outcome	Chosen action/approach	Impact Review	RAG	Next Steps																
<p>E. Increased participation in wider school life</p>	<p>Targeted funded places at after school clubs and on visits/trips and residential visits</p> <p>Opportunities to learn a musical instrument</p> <p>Opportunities of pupils to impact school life beyond the classroom through whole-school initiatives: eco-committee, school council, sports leaders, inspiring writing team, library team and the digital leaders</p>	<p>Through priority places and targeting children who had were not participating in extra-curricular clubs, the percentage of pupil premium children filling extra-curricular clubs increased over the year.</p> <table border="1" data-bbox="882 408 1637 708"> <thead> <tr> <th></th> <th>Summer 2019</th> <th>Autumn 2020</th> <th>Spring 2020</th> </tr> </thead> <tbody> <tr> <td>Total number of places filled in clubs</td> <td>264</td> <td>261</td> <td>279</td> </tr> <tr> <td>Total number of places filled in clubs by pupil premium children</td> <td>86</td> <td>77</td> <td>140</td> </tr> <tr> <td>% of places filled by pupil premium children</td> <td>33%</td> <td>30%</td> <td>50%</td> </tr> </tbody> </table> <p>The school's enrichment coordinator in collaboration with the class teachers identifies and allocates priority spaces to pupil premium pupils based on their interests and assessments made by their teachers.</p> <p>A considerable 62% increase in uptake of club spaces by pupil premium children has undoubtedly supported the improved attendance across the school.</p> <p>All year 4 pupils spent two terms learning the steel pans with the opportunity to perform at a local music festival in the Summer term. Part funded by Berkshire Maestros, Creative Junction provide high quality steel pans music tuition within music lessons for all year four pupils.</p> <p>School groups are an essential route for pupils to engage in school life. Geoffrey Field Junior School offer a wide range of school groups, each with its own set of responsibilities within the school. The school offered ten school groups during 2019-20 with 141 pupils signing up (39% of the entire school). Of these places, 30% were held by pupil premium children. This is lower than the proportion of the school's intake that qualify as pupil premium so next year, in collaboration with class teachers, pupil premium pupils will be offered priority places on school groups.</p>		Summer 2019	Autumn 2020	Spring 2020	Total number of places filled in clubs	264	261	279	Total number of places filled in clubs by pupil premium children	86	77	140	% of places filled by pupil premium children	33%	30%	50%		<ul style="list-style-type: none"> Targeted places in clubs for pupil premium pupils Review PP involvement in school groups termly
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<p>G. Raise future aspirations on pupils and improve engagement of parents in supporting learning</p>	<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>Links maintained with the University of Reading:</p> <ul style="list-style-type: none"> • All of Y5 visited Reading University • Victorious in the Public Speaking Competition 2020 • Were due to compete in the Poetry Competition 2020 <p>Our annual Y5 inspire week where pupils visit and are visited by local industries to ignite their career ambitions was unfortunately unable to take place due to the lockdown.</p> <p>Unfortunately, many of the learning together parent sessions were cancelled due to the lockdown.</p>		<ul style="list-style-type: none"> • Where possible, continue to attend aspirational competitions • Review school annual calendar and incorporate intra-school competitions • Update home learning agreement • Continue to improve parental support on school website
<p>J. Improve the health and fitness of targeted PP pupils and engage parents with healthy eating initiative</p>	<p>Early morning fitness club for disengaged pupils</p> <p>Parent and child club to promote health and fitness through cooking</p> <p>Planned unit around a ‘Pop-up’ café using food grown in the school allotments to make healthy snacks</p>	<p>The morning ‘Let’s Get Going’ club targeted pupils who were disengaged with PE and promoted a healthy, active start to the morning. Of the 25 pupils targeted, 56% regularly attended.</p> <p>The planned parent and child cooking club was unable to run due to the lockdown.</p> <p>In Autumn Term, year 4 ran a Pop-up café for parents/carers, cooking with plants harvested from the school’s allotments.</p> <p>33 Sports Leaders and Playmakers were enlisted to help support fitness initiatives at break times, such as the ‘Mile A Day’ challenge and running games for younger year groups.</p>		<ul style="list-style-type: none"> • Promote healthy snack choices • Run incentives to promote walking/riding to school • Incorporate school allotments into curriculum planning • School health and fitness team to lead initiatives across school
Total budgeted cost				£ 18,730