

Geoffrey Field Junior School

Pupil premium strategy statement 2017/18

1. Summary information						
School	Geoffrey Field Junior School					
Academic Year	2017/18	Total PP budget	£219,240	Date of most recent PP Review	n/a	
Total number of pupils	353	Number of pupils eligible for PP	156 (44%)	Date for next internal review of this strategy	May 2018	

2. Current attainment						
End of KS2 outcomes	2015/16			2016/17		
	<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%)
% achieving ARE in writing (higher standard)	72% (4%)	64% (8%)	79% (18%)	65% (3%)	66% (10%)	81% (21%)
% achieving ARE in maths (higher standard)	78% (16%)	58% (9%)	76% (20%)	65% (15%)	63% (13%)	80% (27%)
% achieving ARE in grammar, punctuation and spelling (higher standard)	78% (24%)	61% (14%)	78% (27%)	67% (10%)	66% (21%)	82% (36%)
% achieving ARE in reading, writing and maths (higher standard)	58% (2%)	39% (2%)	60% (7%)	43% (3%)	48% (4%)	67% (11%)
progress in reading	+1.5	-0.7	+0.3	-0.9	-0.7	+0.3
progress in writing	-0.5	-0.3	+0.1	-1.9	-0.4	+0.2
progress in maths	+2.5	-0.5	+0.2	0.0	-0.6	+0.3

3. 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.	Self-management of emotions and behaviour for significant number of PP boys	
D.	Lower % PP pupils reaching greater depth learning compared to non PP	
E.	Engagement with school life	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	Lower attendance of PP pupils with SEND	
G.	Low aspirations	
4. 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.	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 behaviour target boys in Y5 and Y6	Fewer behaviour incidents recorded for these pupils on the school system - classroom and lunchtime
D.	Increased focus on stretch for higher attaining pupil premium pupils	Increased % pupils working at greater depth in reading, writing and maths
E.	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
F.	Increased attendance rates for pupils eligible for PP, particularly with SEND	Reduce the number of persistent absentees among pupils eligible for PP to below 8% (in line with national PA for all pupils) Increase overall PP attendance from 96% (in line with school all pupils)
G.	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

5. Planned expenditure

Academic year

2017/18

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?
A. Improved learning to learn skills and emotional resilience as learners	Train TAs in Attunement Strategy (metacognition)– target PP pupils in every class	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. Metacognition and self- strategies have consistently high levels of impact – typically 8 months gains (EEF T+L toolkit)	TA training 3 x half days Pupil identified by teachers Implementation monitored as part learning walks	Deputy head	July 2018
B. Accelerate progress in reading, writing and maths	<p>Reduced class sizes in Y3 and Y5 in order to provide higher adult/pupil interaction and formative feedback</p> <p><u>Maths</u> Implementation of Singapore Maths – maths mastery</p> <p>Keep up surgeries in maths - picking up errors or misconceptions prior to next lesson</p> <p>Y6 after school booster maths</p> <p><u>Reading</u> Peer teaching reading programme Y6 and Y4</p>	<p>Y3 – large PP/non PP attainment gap on entry Y5 – 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.</p> <p>We want to ensure good conceptual understanding in maths leading to deep learning. GFJS is using the only endorsed Singapore Maths scheme by DfE – 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>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</p>	<p>Maths lead CPD as part of cluster implementation of Singapore Maths</p> <p>Cluster twilights sharing best practice in relation to Singapore Maths</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</p>	<p>Maths lead</p> <p>Y4 + Y6 team leaders</p> <p>Y6 team leader</p>	3x per year

	<p>Reciprocal reading</p> <p>Y6 after school booster 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>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>Approach used successfully in school in previous years</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>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>Teachers plan and teach Question level gap analysis of mock SATs Pupils flexibly group by learning needs</p>	<p>Assistant HT</p>	
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<p>D. Increased focus on stretch for higher attaining pupil premium pupils</p>	<p>Raising awareness of HA PP based upon KS1 prior attainment</p> <p>Improve questioning across the curriculum opportunities for pupils to ask questions</p> <p>Maths lead CPD – Singapore Maths differentiation</p> <p>Training for maths lead – greater depth learning</p> <p>Maths year group twilights – all teachers sharing best practice in GD teaching and learning</p> <p>Improve challenge of reading resources available to Y3 HA Readers</p> <p>STEM Ufton Court Outdoor Adventure visits to work with other HA pupils and undertake maths and science challenges</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>Maths No Problem scheme is aimed at age expected learning – need to provide additional challenges for HA pupils who will be age expected tasks quickly or easily</p> <p>Higher percentage of GD readers than in previous Y3 cohorts</p> <p>Further opportunities for practical problem solving. 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 is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p>	<p>CPD for teachers and TAs – questioning</p> <p>Engage teachers in self-evaluation and setting own targets</p> <p>Follow up team meetings to agree questioning strategies to implement</p> <p>Monitoring through learning walks and lesson observations</p>	<p>Headteacher</p>	<p>3 x per year</p>
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Total budgeted cost £154,000

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?
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<p>A. Improved learning to learn skills and emotional resilience as learners</p>	<p>Small group after school sessions with family worker focussing on: Work completion Independence Resilience Perseverance Self-help strategies</p> <p>SEALs visits to Ufton Court to develop self-management skills in outdoor learning environment</p>	<p>Enabling pupils to take charge of their own learning and have sufficient self help strategies EEF metacognition and self-regulation strategies have high impact, with pupils making on average seven months additional progress.</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 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</p>	<p>Supported implementation and monitoring from DHT</p> <p>Dedicated staff member liases with Ufton Adventure and agrees learning focus. Accompanies pupils on visits and liases with teachers back in school to share achievements and to work with pupils to sustain and build on achievements back in school</p>	<p>Family worker</p> <p>SENCO</p>	<p>December 2017 July 2017</p>
<p>B. Accelerate progress in reading, writing and maths</p>	<p>1:1 coaching conversations with pupils focussed on pupils working towards the expected standard Target group in each cohort</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>Ass HT to oversee Weekly meetings with targeted pupils in each cohort</p>	<p>Ass HT</p>	<p>July 2018</p>
<p>F. Improve PP attendance – in line with other pupils – 96%</p> <p>Reduction in persistent absence for PP pupils to in line with national averages 8%</p>	<p>Learning mentor 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 - Daily check in with each pupil - 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>3x per year</p>

C.Improve behaviour and emotional resilience, particularly boys in Y5 and Y6	Family worker support Train TAs as ELSAs to provide specialist pastoral support to vulnerable pupils and families - 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. 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 4 TAs Implementation overseen by SENCO Analysis of behaviour records by DHT	Senco	6 x per year
Total budgeted cost					£55, 500
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 academic interventions can have a positive impact of an additional two months.	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

<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>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>	<p>DHT</p>	
Total budgeted cost					£9 500

