



Pupil premium strategy statement

Field Junior School 2023-2026

This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|---------------------|
| School name | Field Junior School |
| Number of pupils in school | 240 |
| Proportion (%) of pupil premium eligible pupils | 25% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023-2026 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | J Brooks |
| Pupil premium lead | L Coombs |
| Governor lead | A Gale |

Funding overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £85,845 |
| Recovery premium funding allocation this academic year | £8,700 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £94,545 |

Part A: Pupil premium strategy plan

Statement of intent 2023- 2026

- Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subjects
- Pupil Premium Children and those children who are vulnerable, such as those who have had, or have ever had a social worker and young carers will make accelerated progress in order to close the gap between their attainment and that of our non-pupil premium children at the end of Key Stage 2
- Pupil Premium children will achieve above National Average progress scores compared to other Pupil Premium children nationally.
- To enhance the cultural capital of Pupil Premium children
- To ensure Pupil Premium children reach 96% attendance
- To ensure parents of Pupil Premium children have access to relevant services, resulting in an increased engagement in their children's learning

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Lack of effectiveness of parental engagement as co educators due to a range of factors such as limited English has an adverse effect on their children's progress and development. |
| 2 | Irregular attendance and lack of punctuality for pupils. |
| 3 | Attainment in Reading is low for our disadvantaged children due to underdeveloped vocabulary |
| 4 | Assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, and lead to a reduction in their attainment. |

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 |
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| Encourage attendance to school and punctuality through conversations with parents, regular reminders and use of Attendance Improvement Officer. | Pupil Premium Children will achieve 96% attendance |

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| Kee- up, catch- up interventions in place for reading, writing and maths to accelerate progress | Pupil Premium children achieve better than pupil premium children nationally. |
| To ensure all children who were lower attaining pupil premium children at Key Stage 1 make accelerated progress in reading. | All children who were lower attaining children at Key Stage 1 will achieve the standard of the Key stage 1 phonics screen in KS2. |
| Families will receive support to promote parental engagement and build up skills to become co-educators | All families in need of support will have access to services they need Families will attend workshops to promote learning at home. |
| All staff will receive training to further develop skills and knowledge in teaching maths and English | Staff are well trained in delivering maths and English (including support staff) |
| Protective behaviours and SEMH training for staff Children will have access to a range of services to address SEMH needs | Children will show improvements and will have strategies to deal with SEMH needs and well - being and will feel supported at school. |

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: £47,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| We will partially fund the Maths/English/INCO out of class role and provide regular opportunities for CPD,internal skills sharing/ modelling/collaborative planning and teaching with class teachers. | EEF tiered approach – Quality First Teaching. The EEF states that high quality teaching is the most effective way of ensuring pupils have the best chance of making progress. Therefore, funding trained teachers and Teaching assistants to provide this additional support is essential to first quality teaching. Staff who feel skilled and confident will see better progress in the children’s learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development | 3 |
| Coaching and Team Teaching of all members of teaching staff to ensure quality first teaching across the Key Stage. Staff able to pick up best practice from colleagues. Release time provided. SLT | EEF tiered approach – Quality First Teaching. The EEF states that high quality teaching is the most effective way of ensuring pupils have the best chance of making progress. Therefore, funding trained teachers and Teaching assistants to provide this additional support is essential to first quality teaching. | 3 |

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| support in coaching and monitoring. National College Training and Herts for learning. | | |
| Coaching and Team Teaching of keep-up, catch-up interventions for TA's | EEF tiered approach- quality teaching Staff who feel skilled and confident leading an intervention will see better progress in the children's learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | 3 |
| TA training – strategies for best practice teaching of reading, writing and maths. | EEF tiered approach- quality teaching Staff who feel skilled and confident leading an intervention will see better progress in the children's learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions | 3 |
| Staff training for phonics interventions | EEF tiered approach- quality teaching The EEF states that high quality teaching is the most effective way of ensuring pupils have the best chance of making progress. | 3 |
| Staff access to training through Herts for Learning and National College Training | EEF tiered approach – Quality First Teaching The EEF states that high quality teaching is the most effective way of ensuring pupils have the best chance of making progress. | 3 |
| Staff training in inclusive classroom practice and adaptations to the curriculum (SEN time for planning with teachers and planning and delivering training). | EEF tiered approach – Quality First Teaching The EEF states that high quality teaching is the most effective way of ensuring pupils have the best chance of making progress. | 3/4 |

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £38,015 includes staff costs after school groups (school led tutoring and code X and PM interventions) code X resources

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Keep-up, catch-up interventions in place for reading, writing and maths. (afternoon sessions, before school and after school)</p> <p>Small – group sessions</p> | <p>EEF – small group tuition +4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Reading comprehension strategies in small group sessions in school and after school enable children to learn a range of techniques to help them comprehend the meaning of what they read. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Previous use of keep- up, catch- up interventions has shown, through data analysis that children make accelerated progress and the gap closes between our PP children and non PP children.</p> | 3 |
| <p>Phonics screening on entry to Year 3 to identify children in need of phonics intervention-small group</p> | <p>EEF – small group tuition +4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Phonics is important component in the development of early reading skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> | 3 |
| <p>Close monitoring of data and interventions to ensure maximum progress is made by Pupil Premium children</p> | <p>EEF- small group tuition +4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Schools tracking data shows that children who take part in small group interventions make good progress.</p> | 3 |
| <p>Workshops for parents to develop parental skills in English and Maths to support learning at home.</p> | <p>EEF +3 Parental Engagement. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p> | 1 |
| <p>Extra teacher in Year 5 to support teaching and learning in the core subjects.</p> | <p>EEF- small group tuition +4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>The addition of a support teacher reduces class sizes to increase the amount of attention each student will achieve. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> | 3 |

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| Play therapist in place to support the needs of children with greater SEMH needs | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p> <p>https://traumainformedschools.co.uk/</p> | 4 |
|--|--|---|

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9,530

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Monitoring of attendance – daily phone calls admin assistant, Attendance Improvement Officer support.</p> <p>Embed the principles of good practice set out in the DfE's Improving School Attendance advice.</p> | <p>DfE report- link between attendance and attainment at KS2 - the higher the overall absence rate across the KS the lower the likely level of attainment.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</p> <p>Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.</p> | 2 |
| <p>To enhance the cultural capital and enrichment activities of Pupil Premium children through first access violin lessons, enrichment activities such as lunch time clubs, access to theatre, museum and other cultural experiences.</p> | <p>EEF physical Activity +1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>EEF Arts Participation +3</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> | 4 |
| <p>South West Herts Partnership family worker to support well-being of families.</p> <p>Non –teaching INCO/mental health lead to support parenting</p> | <p>Family worker- dedicated person in their role who builds a relationship of trust leading to improved relationships between home and school.</p> <p>EEF +3 Parental Engagement</p> <p>Social and emotional Learning +4</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p> | 4 |

| | | |
|--|---|---|
| Social and emotional learning interventions. Eg protective behaviours/drawing and talking therapy. | EEF +4 https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf | 4 |
| INCO/Deputy with non-contact time to monitor, evaluate, review and deliver training on interventions | EEF tiered approach- quality teaching | 3 |

Total budgeted cost: £94,545

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Planning, Implementation and Evaluation

In planning our Pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also investigated the potential impact of Covid on all of the children's and families' circumstances and the learning readiness of the 2021-2022 Year 3 cohort. We used previous success to identify activities that best supported our disadvantaged families and children.

Over a period of years outcomes at the end of KS2 show that our disadvantaged children perform much higher than disadvantaged children nationally and make better progress than National figures.

Attendance of PP children academic year 2022-2023 = 95.6% In line with our non-disadvantaged children (95.5%)

Key stage 2 SATS 2023

PP Children. Reading 70% achieved EXS or above compared to 60% Nationally

PP Children. Writing 71% achieved EXS or above compared to 58% Nationally

PP Children. Maths 70% achieved EXS or above compared to 59% Nationally

Children receiving phonics/Code X interventions 2022-2023 all went on to pass the Key Stage 1 phonics check.

Well attended workshops for parents to learn how we teach mathematical concepts in school- feedback from survey showed that the parents enjoyed the workshop and felt better equipped to help their children at home.

Well attended introductory meetings for children who are taking part in our Code X reading intervention- survey results show that parents had seen an improvement in their children's reading.

Family worker supporting families that required extra support- all families offered support agreed to work with the family worker.

Parents agreed to children working with our family worker and engaged in the feedback and communication.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|--|--------------------|
| National College Training Programme | National college |
| Times Table Rock stars | Maths Circle |
| Code X Reading scheme and online resources | Collins |
| Herts Fluency Project | Herts for learning |

Further information (optional)

Additional Activity

Our pupil premium strategy will be complemented by additional activity that is not being funded by pupil premium or recovery premium. This will include

- Access to DSPL9 Mental Health networking system, this will access additional training and strategies for school staff to maximise children's well-being and resilience.
- Offering a wide range of high quality extra-curricular activities including trips, visits and lunchtime clubs in all year groups, 1:1 protective behaviours and 1:1 drawing and talking. These activities will boost well-being, behaviour, attendance and aspiration.