



Pupil premium strategy statement

Field Junior School 2024-2027

This statement details our school's use of pupil premium 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 pupils eligible for premium | 23% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024-2027 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | September 2026 |
| Statement authorised by | J Brooks |
| Pupil premium lead | L Thomas/J Brooks |
| Governor lead | A Gale |

Funding overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £86,355 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £86,355 |

Part A: Pupil premium strategy plan

Statement of intent 2024- 2027

Equity for all is our mission. We are driven to provide an equitable education based on a broad and balanced curriculum, that uses first quality teaching, targeted support and access to resources in an inclusive and supportive learning environment. These will empower our pupils eligible for Pupil Premium funding to follow their passions. We have a clear, strategic approach to ensuring that our children eligible for the Pupil Premium funding are ready to embrace the same opportunities as their peers and they are equipped with the skills, knowledge and experience to seize these opportunities.

At Field Juniors, we are passionate about ensuring that every child makes the best progress they can, regardless of their background, ethnicity or gender. We see every child as an individual who deserves to be challenged and nurtured to ensure that they thrive. We strive to teach our children the core skills both academically and emotionally to ensure that they can go on to be successful and happy in their adult lives. We believe that having a range of enriching experiences and equipping the children with cultural currency to access these, helps all children to broaden their horizons and set high expectations for themselves. These strategies, combined with the use of therapeutic services ensure the social, emotional, and academic needs of each child are fulfilled.

Through strategically using the Pupil Premium Grant, we aim to close the attainment gap between all disadvantaged pupils and their peers. We are committed to using Pupil Premium funding to eliminate barriers to learning, enabling all pupils to achieve exceptional attainment. Our Pupil Premium funding plans are integrated into wider school support and improvement systems and are monitored and evaluated regularly to ensure that the correct strategies are in place to maximise impact. Every adult in school is responsible for delivering the best provision to ensure that our pupils who are eligible for Pupil Premium do not enter the wider world at a disadvantage. The leadership team lead the development and planning of the strategy, including having a governor, who is passionate about equal opportunities, being responsible for overseeing the Pupil Premium strategy. The full governing board are reported back to frequently and are responsible for ensuring the school is held to account for the impact of spending.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Our internal monitoring and assessment tell us that for some pupils eligible for pupil premium funding, reading is a challenge due to underdeveloped vocabulary and fluency |
| 2 | Some pupils eligible for pupil premium funding have overlapping needs, which, when combined, can increase the challenge these pupils face in their academic studies |
| 3 | A small proportion of our pupils eligible for pupil premium funding have persistent absence from school, which can then impact their attainment and progress in school |
| 4 | Assessments, observations and discussion with pupils and families have highlighted social and emotional difficulties for some pupils. These challenges particularly affect disadvantaged pupils; the impact of disengagement that this may cause, in some cases, can lead to a reduction in 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 |
|---|---|
| <p>The reading fluency of children eligible for pupil premium funding, who did not achieve the standard in the phonics screening at Key Stage One, to improve</p> | <ul style="list-style-type: none"> • All children who are disadvantaged, who did not pass the phonics screening test, will have Code Breakers targeted intervention in place to address their gaps • By the end of year 4, all children who are disadvantaged, who did not pass the phonics screening test at Key Stage One, will have passed it • All children to be on appropriate reading bands, which match their ability and challenge them • Pupil voice will demonstrate that pupils who are on a SSP scheme are able to apply their decoding skills in a range of contexts • Internal data will demonstrate clear progress towards the above |
| <p>The reading comprehension skills of children eligible for pupil premium funding, who were low attaining at Key Stage One, to have improved</p> | <ul style="list-style-type: none"> • Any pupils eligible for pupil premium funding, who are attaining or progressing below age related expectations in reading, to have Project X Code or Catch-Up interventions in place • All children to be on appropriate reading bands, which match their ability and challenge them • Assessment data will demonstrate that children eligible for pupil premium funding, who are working below the age-related standard, will make accelerated progress against prior attainment |
| <p>Attendance for some pupils who are disadvantaged will improve and the number of persistent absentees will decrease</p> | <ul style="list-style-type: none"> • Attendance for pupils eligible for pupil premium funding will be better than 96%. Our ambition is every child in school, every day • Staff will be working with pupils to improve their attendance • The Attendance Improvement Officer will support the school in identifying falling absence rates early • Persistent absence will have decreased from the current level of 13.% for pupils who are eligible for pupil premium funding |
| <p>Handwriting and spelling to improve for children eligible for pupil premium funding so that they have greater fluency in their writing</p> | <ul style="list-style-type: none"> • Children eligible for pupil premium funding will not be prevented from achieving their best writing by their barriers to handwriting • All children, particularly those eligible for pupil premium funding, will take pride in their writing and spelling • Standards of handwriting and spelling strategies will be in place in classes |

| | |
|--|--|
| <p>Accelerated progress in reading and writing for pupils eligible for pupil premium funding</p> | <ul style="list-style-type: none"> • Children eligible for pupil premium funding will achieve better than children eligible for pupil premium funding nationally • Keep-Up Interventions will be in place to ensure that there is rapid recovery of any learning that has not been secured in class • Catch-Up Interventions will be in place in order to plug gaps for any children who are falling significantly behind age related expectations • Pupil progress meetings will successfully identify and monitor the attainment and progress of every child in our school • Staff are well-trained in delivering interventions (including support staff) • Pupils feel a sense of pride in their achievements, as demonstrated in pupil voice |
| <p>Children and families eligible for pupil premium funding, who have overlapping SEMH needs, will access appropriate support to reduce the impact of the overlapping needs on their learning and engagement</p> | <ul style="list-style-type: none"> • Positive relationships between home and school will help parents/carers to seek support • Staff will have received protective behaviours and SEMH training • Families will have access to a range of services to address and support SEMH needs • Children will have strategies to deal with SEMH needs and wellbeing and will feel supported in 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: £37,000



| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Collective teacher efficacy: CPD to improve this will involve: Big Staff Meetings for Foundation Subjects; AfL training from HfL; internal moderation meetings for writing; internal training on</p> | <p>Collective Teacher efficacy has an effect size of 1.57 (John Hattie) The strength of collective teacher efficacy helps to increase the positive effects of individual; teacher efficacy (Hoy, Sweetland and Smith 2002)</p> | <p>1,2,4</p> |






| | | |
|--|--|-------|
| <p>teaching of fractions; ongoing phincs/reading training for staff new to the role; internal and external CPD regarding areas found for development in book looks, learning walks and intervention drop-ins.</p> <p>Coaching will be available to all staff, where necessary.</p> | | |
| <p>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.</p> | <p>EEF tiered approach – Quality First Teaching.</p> <p>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.</p> <p>Staff who feel skilled and confident will see better progress in the children’s learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> | 1,2,4 |
| <p>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 support in coaching and monitoring.</p> | <p>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.</p> <p>John Hattie: Improving the quality of teaching is the single most important factor in improving outcomes especially those with disadvantaged backgrounds. Without explicit, fully guided instruction, pupils lacking in prior knowledge are prone to developing misconceptions (Kirschner et al., 2006). Evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils (Using pupil premium: guidance for school leaders, DfE March 2022)</p> | 1,2,4 |
| <p>TA training- Strategies for best practice teaching of reading, writing and maths.</p> <p>Coaching and team teaching of keep-up and catch-up interventions for TAs in order to ensure that teaching quality is consistently high</p> | <p>EEF tiered approach- quality teaching</p> <p>Staff who feel skilled and confident leading an intervention will see better progress in the children’s learning. Providing training to the staff that deliver small group support is likely to increase impact</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>  <p><small>Small group tuition</small> Moderate impact for low cost based on moderate evidence.</p> <p>The graphic shows a row of 10 evidence icons: 5 green circles with 'E', 5 grey circles with 'E', and a red circle with '+4'.</p> | 1,2,4 |
| <p>Ensuring continued effective delivery of the school’s chosen systematic synthetic phonics scheme</p> | <p>EEF tiered approach- quality teaching</p> <p>The EEF states that high quality teaching is the most effective way of ensuring pupils have the best chance of making progress.</p> | 1/2 |

| | Phonics High impact for very low cost based on very extensive evidence. | |
|--|--|-------|
| |  | |
| Ensure continued professional development for staff through access to training from Herts for Learning and The National College | 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. | 1/2/4 |
| The needs of children with SEND will be met through quality first whole class teaching as the first act of intervention. Staff training in inclusive classroom practice and adaptations. SEND time for planning. Release time for SEND meetings | 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. John Hattie: Improving the quality of teaching is the single most important factor in improving outcomes especially those with disadvantaged backgrounds. Without explicit, fully guided instruction, pupils lacking in prior knowledge are prone to developing misconceptions (Kirschner et al., 2006). Evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils (Using pupil premium: guidance for school leaders, DfE March 2022) | 1/2/4 |

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

Budgeted cost: £39,630 includes staff costs after school groups (school led tutoring and Project X Code and PM interventions) Project X Code resources

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Keep- Up intervention groups in place, planned by teachers to address where learning has not been secured in class or where misconceptions still exist (Small group sessions in afternoons or after school) | <p>EEF – small group tuition</p> <p>Small group tuition Moderate impact for low cost based on moderate evidence.</p>  <p>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.</p> <p>Reading comprehension strategies Very high impact for very low cost based on extensive evidence.</p>  <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Previous use of keep- up and catch- up interventions has shown, through data analysis, that children make</p> | 1/2 |
















| | | |
|---|--|-----|
| | accelerated progress and the gap closes between our children eligible for pupil premium funding and those pupils not eligible | |
| Catch-Up intervention groups in place, planned by teachers to address gaps further back in learning that may be preventing pupils from grasping or retaining learning (Small group sessions in afternoons or after school) | <p>EEF – small group tuition</p> <p><small>Small group tuition</small> Moderate impact for low cost based on moderate evidence.   +4</p> <p>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.</p> <p><small>Reading comprehension strategies</small> Very high impact for very low cost based on extensive evidence.   +6</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Previous use of keep- up and catch- up interventions has shown, through data analysis, that children make accelerated progress and the gap closes between our children eligible for pupil premium funding and those pupils not eligible</p> | 1/2 |
| Phonics screening on entry to Year 3 and continuing where necessary to identify children in need of phonics intervention-small groups using Code Breakers SSP scheme | <p>EEF – small group tuition</p> <p><small>Small group tuition</small> Moderate impact for low cost based on moderate evidence.   +4</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Phonics is an important component in the development of early reading skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p><small>Phonics</small> High impact for very low cost based on very extensive evidence.   +5</p> | 1/2 |
| Reading Fluency Project and/or Project X Code interventions in place to improve reading fluency and comprehension for those who have moved on beyond the Code Breakers programme | <p>EEF – small group tuition</p> <p><small>Small group tuition</small> Moderate impact for low cost based on moderate evidence.   +4</p> <p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p><small>Reading comprehension strategies</small> Very high impact for very low cost based on extensive evidence.   +6</p> | 1/2 |
| Ensuring that children have the skills required to write fluently and legibly | EEF: Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills. | 2 |
| Close monitoring of data and interventions to ensure maximum progress is made by | EEF- small group tuition | 1/2 |

| | | |
|---|--|-----|
| children eligible for Pupil Premium Funding | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Schools tracking data shows that children who take part in small group interventions make good progress. | |
| Having an extra teacher in Year 6 to support teaching and learning in the core subjects | <p>EEF- small group tuition</p> <p>Small group tuition Moderate impact for low cost based on moderate evidence. </p> <p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <p>EEF- reducing class size</p> <p>Reducing class size Low impact for very high cost based on very limited evidence. </p> | 1/2 |

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

Budgeted cost: £9,725

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Play therapist in place to support the needs of children with greater SEMH needs/overlapping 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>Social and emotional learning Moderate impact for very low cost based on very limited evidence. </p> <p>https://traumainformedschools.co.uk/</p> <p>Self-regulation strategies Moderate impact for very low cost based on very limited evidence. </p> | 2/4 |
| <p>Monitoring of attendance – daily phone calls admin assistant, Attendance Improvement Officer support.</p> <p>Working with children directly to improve and motivate attendance.</p> <p>Embed the principles of good practice set out in the DfE’s Improving School Attendance</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> | 3 |

| | | |
|--|---|-------|
| <p>advice. Make use of the EEF attendance reporting and planning tool supporting school attendance - reflection and planning tool.pdf</p> | | |
| <p>To enhance the cultural capital and enrichment activities of children eligible for Pupil Premium through funded music lessons, enrichment activities such as lunch time clubs, access to theatre, museum and other cultural experiences, engagement in a range of sports at lunchtimes.</p> | <p>EEF Physical activity Low impact for very low cost based on moderate evidence.   </p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>EEF Arts participation Moderate impact for very low cost based on moderate evidence.   </p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> | 2/3/4 |
| <p>South West Herts Partnership family worker to support wellbeing of families to help reduce the impact of overlapping needs and SEMH challenges for some pupils Non –teaching INCO/mental health lead to offer support to parents</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 Parental engagement High impact for low cost based on extensive evidence.   </p> <p>EEF Social and emotional learning Moderate impact for very low cost based on very limited evidence.   </p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p> | 2/3/4 |
| <p>Social and emotional learning interventions. Eg protective behaviours/drawing and talking therapy.</p> | <p>EEF Social and emotional learning Moderate impact for very low cost based on very limited evidence.   </p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p> | 2/4 |
| <p>InCo/Deputy with non-contact time to monitor, evaluate, review and deliver training on interventions</p> | <p>EEF tiered approach- quality teaching</p> | 1/2 |

Total budgeted cost: £86,355

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 2024 to 2025 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 children who are disadvantaged perform much higher than disadvantaged children nationally and make better progress than national figures.

Attendance of children eligible for pupil premium funding academic year 2024-2025 = 94.4%- higher than National Data 92.2% (slightly lower than our non- disadvantaged children (95.7%))

Key stage 2 SATS 2025

PP Children. Reading 82.4% achieved EXS or above compared to 63.2% Nationally

PP Children. Writing 88.2% achieved EXS or above compared to 59.4% Nationally

PP Children. Maths 82.4% achieved EXS or above compared to 60.5% Nationally

The Attainment gap between our PPG and Non-PPG children is -11.9% (lower than the National Gap of -14.6% (2025 SATs))

Children receiving phonics/Project X Code interventions 2024-2025 all went on to pass the Key Stage 1 phonics check.

Well attended introductory meetings for children who are taking part in our Project X Code 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.

Introduction of more teaching on self-regulation (Zones of Regulation) and training on the inclusive classroom have improved classroom practice and staff understanding of SEND and SEMH needs.

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 |
| Grammarsaurus | Grammarsaurus |
| Word Shark | Word Shark |
| CGP Booklets | Parsons |

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 wellbeing 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 wellbeing, behaviour, attendance and aspiration.