Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the from the 2026 to 2027 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	Geoffrey Field Infant School
Number of pupils in school	308 (May 2026)
Proportion (%) of pupil premium eligible pupils (76 Infant pupils, 8 Nursery pupils) *Plus 4 pupils eligible for PP Plus funding*	29%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3 years
Date this statement was published	July 2026
Date on which it will be reviewed (monitoring of progress towards targets to be completed annually)	July 2029
Statement authorised by	FGB
Pupil Premium Lead	Z Dean (Headteacher)
Pupil Premium Link Governor	S Khalandar (Acting Chair)

Funding overview: 2026-2027

Detail	Amount
Pupil premium funding allocation this academic year	£102,300
Recovery premium funding allocation this academic year	n/a
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	n/a
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£102,300

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of who they are or the challenges they face, make the best possible progress and achieve positive outcomes with a particular focus upon high academic attainment across the curriculum. The intention of our pupil premium strategy is to support disadvantaged pupils to achieve this goal and to ensure that teaching and learning for all pupils is of a high quality.

Quality first teaching is an essential element of our strategy, with the belief that if the teaching delivered in the classroom is effective and we enable staff to be reflective and continually develop their practice that this will lead to improved learning and increase outcomes for all pupils. Quality first teaching is supported by skilled Teaching and Learning Assistants (TLAs) who support learning within the classroom and as part of a targeted high quality intervention strategy across the school.

We recognise that metacognition, self regulation and personal development are also essential skills to develop to enable our pupils to successfully access and actively participate in their learning. These skills are explicitly taught from the Early Years (Nursery and Reception) through to the end of Key Stage 1 (Year 2) and are essential skills that all pupils should be equipped with ready to continue their education beyond our school. We also encourage pupils to understand and apply key character traits; forgiveness, empathy, resilience, honesty, compassion and courage through our assigned animal characters; fox, elephant, rabbit, horse, cat and camel.

Our approach will be responsive to shared challenges and individual needs. We will continue to regularly review our approach, taking research and reliable evidence into consideration, to ensure that our strategy is effective and has the intended impact. The strategy details how we aim to best support our disadvantaged pupils, and our non disadvantaged pupils, to ensure that they make the best possible progress in their learning and development and maximise the opportunities available to them across the curriculum.

Challenges

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

Challenge number	Detail of challenge: Updated July 2026
1	**Communication and language skills** – on entry these skills are often significantly below age related expectations. Many pupils join our school with limited or no spoken English. 59% of pupils recorded as EAL (May 2026) have English as an additional language and for many families whose first language is English the pupils' language and communication skills are not yet age appropriate. baseline data in Nursery and Reception for communication and language remains significantly below age related expectations. September 2025 baseline data: On entry 24% of pupils were demonstrating readiness to begin accessing the core areas of learning within the Reception curriculum with 33% demonstrating this readiness discretely within Communication and Language (to be updated following completion of baselines in October 2026 for the current cohort). Communication and Language (CL) has an impact upon all curriculum areas but in particular the core areas of Reading (including phonics), writing and Mathematics.
2	**Phonics, reading and writing** – assessments and observations show that many pupils have low attainment in Literacy (which includes phonics, reading and writing) on entry to the school.
3	**Self regulation and metacognition** – for all pupils there is explicit teaching to develop self regulation and metacognition. Research shows that developing metacognition is a significant indicator for success in later life for disadvantaged pupils. Some pupils require additional intervention or support to develop these skills.
4	**Parental engagement (including home learning and attendance)** - attendance and parental engagement remain a focus and are fundamental to learning and future success. Leaders continue to plan to secure consistent engagement.
5	**Low baseline on entry** – a number of pupils have attainment that is well below age related expectations in a number of areas across the curriculum. Particularly within Language, Literacy and PSED.

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
Improved pupil attendance and parental engagement for all pupil groups with a particular focus upon disadvantaged pupils	Pupil attendance data for disadvantaged pupils is in line with non disadvantaged pupils. Pupil attendance data for all pupil groups continues to increase from post pandemic figures. Pupil attendance figures for all pupil groups are closer to national figures. Parental engagement linked to academic learning and personal and social development is increased for all pupil groups.
Improved communication and language skills for all pupils with a particular focus upon disadvantaged pupils	Assessments and observations demonstrate improved outcomes in spoken language. Spoken language/CL attainment for disadvantaged pupils is in line with non disadvantaged pupils. Pupil spoken language/CL data for all pupil groups continue to increase from 2022 to 2023 figures. Reception CL figures for all pupil groups meet or exceed national figures. Year 2 spoken language figures for all pupil groups meet or exceed previous figures.
Improved writing attainment for all pupils with a particular focus upon disadvantaged pupils	Assessments and observations demonstrate improved outcomes in writing. Writing attainment for disadvantaged pupils is in line with non disadvantaged pupils. Pupil writing data for all pupil groups continue to increase from 2022 to 2023 figures. Reception writing figures for all pupil groups meet or exceed national figures. Year 2 writing figures for all pupil groups meet or exceed comparative figures shared by the LA.

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: £16,318

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop staff practice including knowledge, skills and expertise through an effective programme of training and development to support all pupils' attainment and progress. Specific input linked to the DfE writing framework. Specific input linked to Instructional Coaching (Directed by Walk Thrus Coach).	Quality first teaching – ensuring that an effective teacher is in front of every class and that every teacher is supported to keep improving. Evidence: EEF https://www.gov.uk/government/publications/the-writing-framework	5, 1, 2, 3
Class based TLAs and intervention TLAs employed to support the delivery of quality first teaching in the classroom and to deliver an individualised reading programme on a 1:1 basis. Specific input linked to Instructional Coaching (Directed by Walk Thrus Coach).	Reading is taught on a 1:1 basis so that it is person-alised and tailored to the pupil's needs. Evidence: EEF EEF reading TLAs are used effectively and have dedicated daily briefings to ensure they are fully prepared for their role. Additional TLAs are used to support Phonics and writing sessions to ensure all pupils are effectively targeted. Evidence: EEF TLA Intervention	5, 2

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

Budgeted cost: £63,758

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of Nuffield Early Language Intervention (NELI) to all pupils. Oracy Lead to oversee planning and delivery and consider the need for additional tailored interventions in liaison with the SENCo and EYFS Team Leaders.	Evidence shows impact on early language development including vocabulary, grammar and listening skills. Evidence: RAND Nuffield Foundation Nuffield Foundation trial	1, 2
Intervention staff employed so that intervention is delivered regularly in small groups or on a 1:1 basis (with a particular focus upon writing and Mathematics). Intervention staff to deliver interventions linked to their specialist area or specific expertise. Speech and language mentor employed to deliver bespoke intervention to identified pupils (with a particular focus upon disadvantaged pupils including SEND pupils).	Interventions selected are ones with research and evidence to support effectiveness, including in school evaluations of impact. EEF: Oral language Reading Phonics TLA Intervention	5, 2, 1
Use of key teachers to provide bespoke interventions for pupils with the greatest need (with a particular focus upon writing and Mathematics). A significant proportion of the pupils who receive this support will be disadvantaged.	Intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and small group tuition is delivered for writing, Mathematics and reading. Evidence: EEF And in small groups: EEF	5, 2

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

Budgeted cost: £22,224

Activity	Evidence that supports this approach	Challenge number(s) addressed
Explicit teaching of self regulation and metacognition for all pupils through quality first teaching. Individualised interventions delivered by a trained ELSA (Emotional Literacy Support Assistant) for identified pupils. 2 key teachers to become Senior Mental Health Leads to widen mental health support options available.	Self regulation and metacognition are shown to be important for pupils to access the curriculum. Evidence: EEF	3
Attendance Team to monitor attendance and support parental engagement for identified families. Annual 1:1 meets for families linked to expectations for engagement prior to September, to include an agreement for Home Learning support in line with published schedules.	Research shows a link between good attendance and improved attainment Evidence: DfE Research shows a positive impact when the Home Learning is has a clear purpose: EEF	4
Enrichment to promote wellbeing, personal development, and self regulation. Exposure to a wider range of experiences	Wider opportunities for pupils to develop skills that will improve their access to learning, their resilience, mental health and wellbeing. Evidence: EEF RSA (recommendation 5)	3, 4

and positive role models. (Key events to be strategically placed key events to act as an attendance incentive also.)		
Use of subsidised Breakfast Club provision to encourage consistency within attendance and improve punctuality.	Research shows a link between good attendance and improved attainment These sessions also increase readiness for learning on entry to the classroom Evidence: EEF	

Total budgeted cost: £102,300

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Aim	Outcome
Improved pupil attendance and parental engagement for all pupil groups with a particular focus upon disadvantaged pupils	Pupil attendance within each term during the 2025 to 2026 academic year was in line or greater than attendance within primary schools across England. In terms of the Pupil Premium group, attendance for this cohort was initially lower than the other pupil groups and attendance for the whole school but by the summer term once good habits had been formed attendance was more closely aligned with other pupil groups. This was particularly evidence within Summer 1 as the attendance for this group was 95.1% in comparison to 93.1% nationally. Within the upcoming academic year, the focus will need to be upon consistent attendance for this group from beginning to end with a focus upon making school unmissable, increasing the pupils' sense of belonging and ensuring strong relationships are developed between school staff, pupils and their parents. Parental engagement linked to academic learning and personal and social development have continued to be sustained for all pupil groups. The greatest levels of engagement have happened when the home learning has been linked to enrichment and/or project based learning, when the home learning has clear steps to be taken and these are repeated or when parents have been asked to attend events alongside their children. Within the upcoming academic year the teams will consider instructional videos through Tapestry and the school website and encouraging the parents to complete fewer things well with the most important aspects prioritised within each team. Enrichment activities offered within the school including Breakfast Club, After School Clubs and opportunities for parents to learn alongside their children have remained popular and have proven a useful strategy for building relationships and enabling effective communication around school based expectations for learning and behaviour.
Improved communication and language skills for all pupils with a particular focus upon disadvantaged pupils	Assessments and observations continue to demonstrate improved confidence with regards to language and listening. Pupils have a framework for talk and discussion through the Talk Tactic strategies

	which are understood and applied well in taught contexts. Spoken language attainment for the expected standard and above by the end of Year 2 was 86% which is in line with the previous year. CL attainment for pupils attaining ELG by the end of Reception was 83% (+1% when compared with previous year). Listening, Attention and Understanding attainment: PP 76.2%, Not PP 85.3%. Speaking attainment: PP 85.7%, Not PP 86.8%. Overall when taking both areas into account attainment is in line. Overall GLD figures for pupils in Reception were 80% (+4% when compared with previous year) compared with 68.3% nationally in 2024 to 2025 (figures for 2025 to 2026 to be published on 22nd October 2026). The Pupil Premium GLD figure for the school was 76% and the non Pupil Premium figure 81%. In comparison with the following national figures of **% for Pupil Premium pupils and **% for non Pupil Premium pupils (to be added once data is released in October 2026). School staff have now been trained to utilise the ELKLAN inclusive, practical communication techniques into daily classroom routines.
Improved writing attainment for all pupils with a particular focus upon disadvantaged pupils	Assessments and observations continue to demonstrate improved fluency and accuracy within writing. There is now an increased daily focus upon handwriting and spelling instruction and practise as per the DfE writing framework published in July 2025. Writing attainment for the whole cohort for the expected standard and above by the end of Year 2 was 80% (+6% when compared with previous year). Progress for PP pupils was greater than for non PP pupils with 88% of PP pupils making expected progress or greater than expected progress and 84% on non PP pupils making expected progress or greater than expected progress. Year 2 writing attainment for the whole cohort for the expected standard and above was 80%. Within our school the progress of the Pupil Premium group within this academic year (88% expected

	progress or greater) was higher than the progress of the non Pupil Premium group (84% expected progress or greater). Writing attainment for the whole cohort for pupils attaining ELG by the end of Reception was 80% (+3% when compared with previous year). Writing attainment: PP 71.4%, Not PP 82.4%.

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Aim	Outcome
Improved pupil attendance and parental engagement for all pupil groups with a particular focus upon disadvantaged pupils	Pupil absence overall has continued to decrease bringing the school figure closer to previous national averages. Absence for the whole school has reduced to 6.3% which is lower than national averages for 2023 to 2024. Persistent absence also demonstrates improvement with a reduction of 12.3% over 3 years. It should be noted that national averages continue to decrease year upon year so leaders will continue to prioritise good attendance and daily habits for all pupils. Disadvantaged pupils have a higher rate of absence in comparison to the school figure; the current figure represents a 2.1% difference which is an improvement from the previous year. Parental engagement linked to academic learning and personal and social development have continued to be sustained for all pupil groups, particularly with regards to home learning as this requires assessment and feedback on completion. The older the pupils are, the higher the overall rates of engagement. However, within summer 2, the Year 2 pupils have interacted with home learning less frequently so leaders have been required to continually implement innovative approaches to maintain engagement. Leaders have also devised a new Home Learning schedule which has streamlined the offer and ensured the offer is explicit for each year group to ensure greater uptake and higher quality over quantity from key families. Overall across the school on average 20% of families rarely engage with home learning activities (including reading). Plans to improve engagement in the current year include: • Simplified home learning guidance alongside visual timetables for some pupils • Targeted follow up with low engagement

	families Enrichment activities offered within the school including Breakfast Club, After School Clubs and opportunities for parents to learn alongside their children have remained popular and have proven a useful strategy for building relationships and enabling effective communication.
Improved communication and language skills for all pupils with a particular focus upon disadvantaged pupils	Assessments and observations continue to demonstrate improved confidence with regards to language and listening. Pupils have a framework for talk and discussion through the Talk Tactic strategies which are understood and applied well in taught contexts. Spoken language attainment for the expected standard and above by the end of Year 2 was 88% (+10% when compared with previous year). CL attainment for pupils attaining ELG by the end of Reception was 82% (+1% when compared with previous year). Listening, Attention and Understanding attainment: PP 80.9%, Not PP 85.2%. Speaking attainment: PP 85.7%, Not PP 80.9%. Overall when taking both areas into account attainment is in line. Overall GLD figures for pupils in Reception were 76% (+3% when compared with previous year) compared with 68% nationally in 2024 to 2025. The Pupil Premium GLD figure for the school was 68% and the non Pupil Premium figure 79%. In comparison with the following national figures of 68% for Pupil Premium pupils and 68% for non Pupil Premium pupils.
Improved writing attainment for all pupils with a particular focus upon disadvantaged pupils	Assessments and observations continue to demonstrate improved fluency and accuracy within writing. Writing attainment for the whole cohort for the expected standard and above by the end of Year 2 was 74% (+2% when compared with previous year). Progress for PP pupils was greater than for non PP pupils with 97% of PP pupils making expected progress or greater than expected progress and 88% on non PP pupils making expected progress or greater than expected progress. Year 2 writing attainment for the whole cohort for the expected standard and above was 74% in

	comparison to an overall figure of 63.5% for schools sharing data with Reading LA (a total of 19 schools). Within our school the progress of the Pupil Premium group (96.6% expected progress or greater) was higher than the progress of the non Pupil Premium group (87.7% expected progress or greater). The Pupil Premium figure exceeded the overall figure for schools sharing data with Reading LA; Pupil Premium group 46%. Writing attainment for the whole cohort for pupils attaining ELG by the end of Reception was 77% (+4% when compared with previous year). Writing attainment: PP 66.7%, Not PP 82.3. Overall GLD figures for pupils in Reception was 76% compared with 68% nationally. The Pupil Premium GLD figure for the school was 68% and the non Pupil Premium figure 79%. In comparison with the following national figures of 68% for Pupil Premium pupils and 68% for non Pupil Premium pupils. Overall GLD figures for pupils in Reception was 76% compared with 68% nationally. The Pupil Premium GLD figure for the school was 68% and the non Pupil Premium figure 79%. In comparison with the following national figures of 68% for Pupil Premium pupils and 68% for non Pupil Premium pupils.

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
n/a	n/a

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

n/a

Written by Z Dean Headteacher and Pupil Premium Lead June 2026

Approved by FGB June 2026

Data added September 2026